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ABSTRACT

The guide is one of a series for a Statewide career education development project in Hawaii, based on a conceptual framework encompassing grades K-14. An introductory section in each guide includes directions for users; rationale for the project; a conceptual model (areas of individual growth, sequences of experience, and components of the environment that are necessary for career development); and goals, subgoals, and objectives of career development. Also contained in each guide is a description of the systems approach used in planning and administering the project, illustrated by a flowchart. An appendix contains bibliographies of books and periodicals; lists of kits and games; sources of information on occupations; lists of films, slides, filmstrips, and transparencies and their publishers; and a glossary. Each guide is separately subject-indexed. The learning experiences section comprises about half the document and contains material to be used with grades 7-9, not separated by grade level. For each of four topics (self realization, economic efficiency, social relationships, and civic responsibility) a goal is presented, subdivided into subgoals and learner objectives. For each of the subdivisions, several learning experiences are offered, linked to academic subject areas and with suggestions for evaluation. (MDW)

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Hawaii Career Development Continuum

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Curriculum Guide
For Grades 7 Through 9

K-3 → 4-6 → 7-9 → 10-12 → 13-14

CE 004091

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Curriculum Guide
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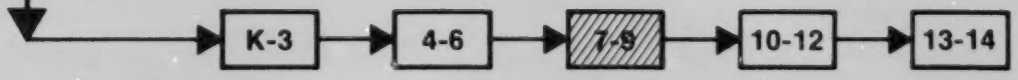

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Hawaii Career Development Continuum Project
Emiko I. Kudo, Co-Director
Wah Jim Lee, Co-Director
T. Antoinette Ryan, Coordinator

June 30, 1974

PREFACE

The philosophical base for Hawaii's Career Development Continuum was determined by a study of existing official documents, reports of studies made, and an analysis of the on-going programs in the schools.

Realizing that the greatest portion of an individual's life is spent in the pursuit of his career or careers, it behooves the Department of Education to provide a continuing experience to all students through the schools' curriculum which develops an awareness of the relationship of self to home, school and community. Each student needs to be made aware of the worth and dignity of work through field observations and exploratory experiences integrated with classroom instruction in academic skills.

Through these experiences each student will become acquainted with the many different fields of endeavor and become aware of his own abilities so as to be able to choose a career in which he will be both successful and content.

Finally, the curriculum should instill in the student the idea that education does not end but continues throughout life, whether he goes directly into his chosen field or seeks further formal education.

The Career Development Continuum curriculum guides, K-3, 4-6, 7-9, and 10-12, provide for a broad approach to the economic, social and psychological development of each individual, involving life styles and values. These guides suggest instructional experiences for developing the capability of coping with the world in which the individual lives and will live in the future.

Teichiro Hirata

TEICHIRO HIRATA, Superintendent
Department of Education

6/7

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Dr. Calvin J. Daane, Consultant
Studies for Urban Man, Inc., Tempe, Arizona

Dr. Harry N. Drier, Research & Development Specialist
The Center for Vocational-Technical Education
Ohio State University, Columbus, Ohio

Dr. Earl J. Moore, Associate Professor
University of Missouri, Columbia, Missouri

Dr. John C. Odgers, Research & Development Specialist
The Center for Vocational-Technical Education
Ohio State University, Columbus, Ohio

Dr. George Y. Omura, President-Director
Pacific Region Planning & Research Center, Inc.
Honolulu, Hawaii

Dr. James L. Reid, Assistant State Superintendent in Vocational-Technical Education, Maryland State Department of Education, Baltimore, Maryland

Dr. Richard R. Stevic, Professor and Acting Chairman
Department of Counseling Education
State University of New York at Buffalo, Buffalo, New York

Dr. Franklin R. Zeran, Professor of Education
Oregon State University, Corvallis, Oregon

The Advisory Committee members are listed on the following pages.

Advisory Committee

1. Mr. Daniel K. Akaka, Director
   Office of Economic Opportunity
   567 South King Street
   Honolulu, Hawaii 96813

2. Dr. Shiro Amioka*
   Superintendent of Education
   Department of Education
   1390 Miller Street
   Honolulu, Hawaii 96813

3. Mr. Arlie Carson, President
   Hawaii Congress of Parents & Teachers
   1746 South Beretania Street
   Honolulu, Hawaii 96814

4. Mr. A. Van Horn Diamond*
   Hawaii Government Employees Assn.
   888 Mililani Street
   Honolulu, Hawaii 96813

5. Mr. Harold C. Eichelberger*
   Chairman of the Board
   Amfac, Inc.
   P. O. Box 3230
   Honolulu, Hawaii 96801

6. Mr. Glen Fishbach, Provost
   Maui Community College
   310 Kaahumanu Avenue
   Kahului, Hawaii 96732

7. Mr. Albert Hamai*
   Executive Secretary
   Hawaii State Teachers Association
   1649 Kalakaua Avenue, Room 205
   Honolulu, Hawaii 96814

8. Dr. Thomas H. Hamilton
   Advisor to Board of Trustees
   Kamehameha Schools
   681 South King Street, Suite 202
   Honolulu, Hawaii 96813

9. Mr. Charles Y. Hayashi
   Personnel Management Specialist
   Dept. of Labor & Industrial Relations
   825 Mililani Street, Room 303
   Honolulu, Hawaii 96813

10. Mr. William C. Hightower
    Representative
    Hawaii-Pacific Area, AFL-CIO
    925 Bethel Street, Room 215
    Honolulu, Hawaii 96813

11. Mr. Kiyoto Horiuchi, President
    Hawaii Practical Arts and
    Vocational Association
    1040 South King Street
    Suite 306
    Honolulu, Hawaii 96814

12. Dr. George K. Ikeda
    Executive Secretary
    Commission on Manpower and
    Full Employment
    567 South King Street
    Honolulu, Hawaii 96813

13. Dr. Frederick R. Mayer, Acting Dean
    College of Continuing Education
    University of Hawaii
    2500 Dole Street
    Honolulu, Hawaii 96822

14. Dr. H. Brett Melendy*
    Vice President for Community
    Colleges
    University of Hawaii
    Bachman Hall 201
    Honolulu, Hawaii 96822

15. Dr. Albert H. Miyasato*
    District Superintendent (Honolulu)
    Department of Education
    1037 South Beretania Street
    Honolulu, Hawaii 96814

16. Mr. Lavern Peterson, President
    Hawaii School Counselors Assoc.
    Aiea High School
    P. O. Box 447
    Aiea, Hawaii 96701

17. Dr. Samson Shigetomi
    State Director for Vocational
    Education
    Community Colleges
    2327 Dole Street
    Honolulu, Hawaii 96822

*Titles as of the time of appointment to Committee in 1972.

18. Mrs. Yasuko Takemoto
Rehabilitation Planning Specialist
Vocational Rehabilitation Division
Department of Social Services
P. O. Box 339
Honolulu, Hawaii 96809

19. Dr. John A. Thompson
Associate Professor of
Educational Administration
University of Hawaii
1776 University Avenue
Honolulu, Hawaii 96822

20. Ms. Debra L. Tiedemann
(Student)
James Campbell High School
92-517 Awawa Place
Ewa Beach, Hawaii 96706

Ex-Officio Members:

Dr. Philip K. Ige
Assistant Superintendent
Office of Instructional Services
Department of Education
P. O. Box 2360
Honolulu, Hawaii 96804

Mrs. Emiko I. Kudo, Administrator
Vocational-Technical Education
Department of Education
P. O. Box 2360
Honolulu, Hawaii 96804

Mr. Wah Jim Lee, Administrator
Student Affairs Section
Department of Education
P. O. Box 2360
Honolulu, Hawaii 96804

Staff Participants

Mr. Thomas Hatakeyama, Program Specialist
Agricultural Education
Department of Education
P. O. Box 2360
Honolulu, Hawaii 96804

Dr. Lawrence Inaba, Program Specialist
Industrial Education
Department of Education
P. O. Box 2360
Honolulu, Hawaii 96804

Mr. Russell Journigan
Assistant State Director for
Vocational Education
Community Colleges
2327 Dole Street
Honolulu, Hawaii 96822

Mr. Frank Kanzaki, Program Specialist
Industrial Arts Education
Department of Education
P. O. Box 2360
Honolulu, Hawaii 96804

Mrs. Clara Katekaru
Program Specialist, Counseling
Department of Education
P. O. Box 2360
Honolulu, Hawaii 96804

Mr. Nelson Muraoka, Coordinator
Special Needs Program
Community Colleges
2327 Dole Street
Honolulu, Hawaii 96822

Mrs. Barbara Nakagawa
Program Specialist
Home Economics Education
Department of Education
P. O. Box 2360
Honolulu, Hawaii 96804

Dr. T. Antoinette Ryan
Researcher/Professor
Education Research & Development
Center
University of Hawaii
1776 University Avenue
Honolulu, Hawaii 96822

Mrs. Florence Sakai
Program Specialist
Business Education
Department of Education
P. O. Box 2360
Honolulu, Hawaii 96804

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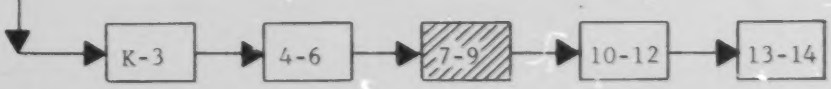
PART I

OVERVIEW

Part I is intended to give an overall picture of the design for a total career development continuum, from Kindergarten to Grade 14, and to establish a frame of reference for relating this curriculum guide to the total continuum.



CHAPTER I

INTRODUCTION

This is a guide for integrating a set of systematically sequenced and logically coordinated career development experiences into an existing curriculum. It is intended that this guide will assist teachers, counselors, and administrators in developing and implementing a career development curriculum within the existing instructional and guidance programs in the schools. This guide is part of a set of guides designed for four levels: Kindergarten to Grade 3, Grades 4 to 6, Grades 7 to 9, and Grades 10 to 12.

Organization

The guide is organized into three major parts and an appendix. Part I, comprised of four chapters, presents an overview of the total career development continuum, extending from Kindergarten to Grade 14. It also establishes the conceptual frame of reference for the career development curriculum. The four chapters in Part I are:

CHAPTER I INTRODUCTION
- Organization of the guide
- Directions for Users

CHAPTER II RATIONALE
- Assumptions undergirding development of a career development continuum
- Reasons for developing the curriculum guide

CHAPTER III CONCEPTUAL MODEL
- Conceptual frame of reference for the career development continuum and the curriculum guide

CHAPTER IV GOALS, SUBGOALS, AND OBJECTIVES
- Major goals of career development
- Subgoals for each major goal
- Relation of objectives in one level to those in other levels

Part II of the curriculum guide contains a set of learning experiences to implement career development objectives. The experiences can be used directly or can be used as examples by teachers and counselors who want to develop learning experiences for the learners in their schools.

Part III of the curriculum guide contains background information on the development of the guide.

The Appendix contains a list of sources for obtaining hardware and software to use with the learning tasks, a glossary of terms, a bibliography, and a subject index.

Directions for Users

This curriculum guide is intended to help teachers and counselors provide learning experiences which will aid learners in becoming fully functioning persons capable of realizing career development. The learning experiences included in this guide can be incorporated into existing classes and guidance activities and can serve as examples to help in developing new objectives and learning tasks to meet the needs of all learners in Hawaii schools.

The user will be able to get the most benefit from the guide by reading Part I to gain an orientation to the total career development continuum concept and to establish a frame of reference for relating a particular guide to the others in the continuum.

Part II of the guide has been designed to implement the idea of a career development continuum by the use of a common set of four major goals and their subgoals. To insure articulation across grade levels, the same goals and subgoals are repeated in each of the curriculum guides. Each subgoal is accompanied by one or more related learner objectives. Each learner objective, in turn, is accompanied by several learning experiences. The objectives and learning experiences implementing a particular subgoal at one level are related to objectives and experiences for the same subgoal at other grade levels. In early levels, activities stress awareness; in middle grades, emphasis is on exploration; and in upper grades, the emphasis on exploration continues with additional stress on preparation.

Each learning experience describes the steps involved, lists the software/hardware needed to carry out the activity, suggests classes in which it may be used, and suggests an evaluation technique. Each learning experience is also identified by a code symbol to indicate whether it is primarily related to awareness **(A)**, exploration **(E)**, or preparation **(P)**. For further ease of use the learning experiences have been grouped by major goal and have been color coded. The four major goals are:

Goal 1: Developing capabilities for achieving self-realization through self-understanding and decision-making. (Color coded LAVENDER)

Goal 2: Developing capabilities for being economically efficient as producer and consumer of goods and services. (Color coded ORANGE)

Goal 3: Developing capabilities for establishing and maintaining healthy social relationships. (Color coded PINK)

Goal 4: Developing capabilities for carrying out civic responsibilities at work and in the community. (Color coded GREEN)

The Appendix of the guide includes complete citations for all recommended hardware/software, as well as listing additional sources of career education materials. Also located in the Appendix section is a cross index which groups learning experiences by curriculum subject.

The objectives, the learning experiences, and the evaluation methods presented in these guides are intended to serve as examples. It is anticipated that teachers and counselors will adapt the activities in the guides and will develop additional learning objectives and experiences to meet the needs of the learners with whom they are working.

CHAPTER II

RATIONALE

This chapter sets forth the frame of reference within which the set of career development curriculum guides was developed. The development of the guides was organized to provide flexibility in expanding and improving instruction and guidance in Hawaii. The guides are intended to provide suggestions for and stimulation to development of programs and professional growth of teachers, counselors, and administrators. The guides are designed to articulate elementary, secondary, and post-secondary programs and integrate academic education, vocational education, and guidance.

The four curriculum guides implement a set of assumptions about learners, the nature of career development, interventions for achieving career development, and the nature of the environment. These assumptions combine to establish a rationale underlying the development of the curriculum guides.

Assumptions about learners.

Each individual must reach a level of self-understanding and must develop attitudes, knowledge, and skills necessary for engaging in goal-directed behaviors which are vocationally and avocationally productive and personally satisfying. The individual needs to know about occupations and must have competency in specific tasks, but this is not sufficient. He/she also must know the ways in which tasks combine in occupations, and must understand the relationships among occupational elements in job clusters (Venn, 1964). The person must know about available opportunities and be able to relate knowledge of self to the occupational demands in choosing from among available courses of action. Each individual must understand his/her capacities for development at an early age, so aspirations and decisions can be realistic. The movement from a rural, agrarian to an urban, industrialized society has resulted in a highly specialized, technologically-based economy with a highly mobile population and a changing work-leisure structure. The work ethic, which placed pride in craftsmanship and individual achievement, has been challenged. It is becoming more difficult to find identity in an occupation. Most people must anticipate a series of job changes during the course of their working years. Many occupations will become obsolete and new ones will be born. ". . . Nearly half the students we see in high school will have unstable or multiple trial careers (Super, 1964, p. 3)." The movement away from argrarian-based economy which typifies the nation is pronounced in the state of Hawaii. The need is great for preparing the children and youth of Hawaii for coping with a world of work and leisure in a state of rapid change.

The Hawaii career development continuum implements the following assumptions about learners:

1. Every individual should have the opportunity to develop to the maximum his/her capacity for considered risk-taking.

2. Every individual should have the opportunity to clarify and refine knowledge about self and personal aspirations through planned assessment and evaluation.

3. Every individual should have the opportunity to gain a clear understanding of careers, to have an opportunity to explore career options, and to be prepared for career implementation.

4. Every individual should have the opportunity for participation in various skill activities as a prelude to decisions concerning specific skill areas and eventual development of entry-level skills.

5. Every individual should have the opportunity for learning the process of job entry and advancement, including mastery of skills of job seeking and career placement.

6. Every individual should have the opportunity to develop a clear understanding of the relationship of the educational process and career development.

7. Every individual should have the opportunity for healthy and fulfilling career development.

Assumptions about the nature of career development.

The essence of career development is the person. Career development is person-oriented. Career development is an ongoing process of individual development, continuing from infancy through maturity. This developmental process takes place through a systematic sequence of experiences and decisions of the individual in an environment. These experiences and decisions contribute to the formulation of positive self-identity and achievement of vocational and avocational maturity. Self-concept is a key construct in career development. "Individual values have been treated as the major synthesizing force in self-concept and the major dynamic force in decision-making (Katz, 1966. p. 3)." Career development is concerned with all the factors which contribute to or militate against acquisition of values, attitudes, knowledge, and skills and their implementation in meaningful and productive occupational and avocational roles. Career development is concerned with self, civic, social, and economic facets of the whole person.

The career development continuum implements the following assumptions about the nature of career development:

1. Career development is a process of individual growth toward vocational maturity and self-identity, realized through a systematic sequence of work experiences and implemented in occupational roles and the self-concept.

2. Career development is an ongoing process extending from infancy through maturity, concerned with all factors and conditions which contribute to or militate against acquisition of values, attitudes, knowledge, and skills and their implementation in meaningful and productive occupational roles.

3. Career development of the individual is cyclical in nature, and is subject to intervention to correct or facilitate development of self and achievement of career identity.

4. Career development is implemented through career awareness, career exploration and goal-setting, pre-service preparation, placement, and follow-up.

5. Career development is concerned with self, civic, social, and economic development of each person over a lifelong continuum in relation to the total spectrum of the work world.

Assumptions about effective interventions to achieve career development.

Healthy career development does not happen by chance. There must be a systematic approach to articulation and integration of planned experiences from kindergarten through adult education to foster and enhance career development. The interventions to facilitate career development of each individual must be implemented in planned experiences to bring about the cognitive, affective, and psychomotor changes needed to realize self-identity and vocational maturity. There must be a concerted effort involving academic education, vocational education, guidance, and work experience.

An effective intervention to achieve career development of the individual must include the efforts and inputs of learners, school personnel, parents, community leaders, labor and industry representatives, and businessmen. The experiences to facilitate career development must include planned opportunities for learning and practicing decision-making and value clarification. The intervention must provide an opportunity to articulate facets of particular jobs or careers and to expand this knowledge to other facets of careers. An effective career development intervention must provide an opportunity for growth of an internalized value system to help each individual move to self-fulfillment through appreciation of his/her own career role.

An effective program to facilitate career development must be part of a total curriculum, involving school, home, and community, and must be totally articulated and integrated laterally across school and community, and vertically from pre-school through adulthood. The content and nature of learning experiences must be focused on careers, with programs structured around career opportunities, occupational information, work

attitudes and values, job entry skills, and higher level technical skills. An effective career development intervention must provide for a guidance component which assists individuals to make sound life-decisions, helps them prepare for work roles implementing their career choices, and prepares them for relating self-development experiences to career development. Career development of the individual is achieved through provision of an integrated instruction-guidance program geared to a sequence of developmental tasks (Havighurst, 1953).

A career development continuum must implement the same major goals or themes at every growth level. Administration, instruction, and guidance must be linked in a concerted effort to provide the kinds of intervention needed to realize career development. Effort must be made at every level of the educational process, from kindergarten through adult education, to implement a continuum of systematically related experiences designed to help each individual realize his/her full potential for career development. The resources of the State of Hawaii must be brought to bear on the problem of providing a totally integrated and articulated program of career development experiences for the children and youth of the state. Government, education, labor, industry, and community groups must work together to implement a planned program to prepare the children and youth of the state for facing the challenges of a rapidly changing society.

The career development continuum implements the following assumptions about effective career development interventions:

1. Career development interventions must focus on interaction of academic education, vocational education, guidance, and work experience.

2. Career development interventions should include the efforts and inputs of learner, school personnel, parents, community, labor, industry, and business.

3. Career development interventions must provide opportunities for experiences in learning and practicing decision-making.

4. Career development comprehensive programs to develop self, civic, social, and economic capabilities must provide career development activities according to the individual's developmental level and needs.

5. Career development programs of activities must provide each learner the opportunity to clarify and refine knowledge about self and aspirations for future through a planned process of self-assessment and evaluation.

6. Career development programs of activities must articulate facets of particular jobs or careers and expand this knowledge to other facets or careers.

7. Career development programs must provide for discussion and growth of an internalized value system which helps each person move toward self-fulfillment.

8. Career development interventions must provide for participation in various skill activities as a prelude to decisions concerning specific skill areas and eventual development of entry level skills.

9. Career development programs must provide assistance to the individual in learning the process necessary for job entry and advancement and in developing the skills of job seeking and career placement.

10. Career development interventions must provide individualization of learning experiences and participation in group learning and guidance activities.

11. Career development interventions must provide a systematic approach implemented jointly by school and community, with personnel from the world of work participating with educational and guidance personnel to design, implement, and evaluate the experiences supporting career development.

12. Career development interventions must be part of the total curriculum and must be totally articulated and integrated, laterally across school and community, and vertically from pre-school through adulthood.

13. Career development interventions must be implemented in learning experiences and activities focused on careers--elementary and secondary programs structured around career opportunities, occupational information, attitude development; high school programs around career exploration and job entry skills; and community colleges around technical skills.

14. Career development guidance interventions must assist individuals to make sound life-decisions, help them prepare for work roles implementing their career choices, and prepare them for relating self-developmental experiences to reality.

15. Career development interventions must be organized around a functional priority of life roles, with career-identity and self-identity providing the central focus.

16. Career development interventions must be based on a developmental concept, which provides for integrated instruction and guidance geared to a sequence of developmental tasks (Havighurst, 1953).

General assumptions about the environment.

A number of basic premises about the environment underlie the conceptual model of career development which establishes the frame of reference for the career development curriculum guides. The following assumptions, which reflect the rapid social and economic change characterizing post World War II society, the existing social and institutional arrangements, and some of the more critical problems and issues that confront society in general and Hawaii in particular are:

1. Rapid technological and social change will continue making it necessary to prepare youth and adults to use technology for the benefit of the individual and society.

2. Preparation for work is a major objective of education.

3. Vocational education and academic education must be fused and integrated.

4. Children and youth must be able to relate to the adult world of work, equipped to assume civic responsibility, capable of personal usefulness and satisfaction, and able to establish and maintain social relationships.

5. Effective education must provide for intensive guidance and counseling.

6. Continuous articulation of education must be provided from kindergarten through grade 12 and into post secondary education and training.

7. Vocational-technical education, academic discipline, and guidance and counseling must be fused and integrated.

The rationale underlying the Hawaii Career Development Continuum assumes the need for systematic planning and continuing evaluation of the career of each individual. It assumes that healthy career development does not happen by chance. Zaccaria (1969) documents the assumption that skills and knowledge are not spontaneous occurrences. They must be developed in systematic ways. The accomplishment of healthy career development for the individual calls for a long-term, continuing intervention.

There must be continuing assessment of the individual potential so career growth and advancement can be facilitated. The assessment must begin early in life. Each person must understand capacities for development at an early age, so aspirations and decisions can be realistic from the start. The interventions to facilitate healthy career development of each individual must be implemented in planned experiences which will result in individuals being prepared for personally satisfying and socially constructive occupational roles, as well as achieving self-realization, implementing civic responsibilities, and maintaining healthy social relationships.

CHAPTER III

CONCEPTUAL MODEL OF CAREER DEVELOPMENT CONTINUUM

This chapter presents the conceptual model of the Career Development Continuum, which undergirded design of the curriculum. The development of the career development conceptual model was accomplished as a prerequisite to the design of curriculum guides to articulate career development learning experiences from Kindergarten through Grade 14. The conceptual model was developed to establish a framework for integrating career development learning experiences into the existing academic, vocational, and guidance curricula. The model is based on two assumptions: (1) that education must be relevant to the needs of the learners and conditions of the social and economic settings; and (2) that the delivery of education must be organized and implemented to optimize individual well-being and social welfare. The conceptual model implements two major premises:

. . . the potential for career development is realized by providing experiences to assist the individual to become a fully functioning person

. . . the potential for individual career development is realized by arranging a sequence of tasks and concepts to facilitate individual progress from one developmental level to another.

The conceptual model encompasses three major components: (1) areas of growth which must be developed for the individual to achieve career development; (2) sequence of experiences which must be implemented by the individual in the course of career development; and (3) components of the environment in which decisions and experiences must be implemented to accomplish a totally integrated system for achieving career development.

The areas of individual growth are expressed as the four major goals of career development. The goals are implemented in experiences of the individual interacting with the environment to achieve self and career identity. The sequence of objectives to be achieved is from awareness to exploration and preparation. The model illustrated in Figure 1 elucidates this conceptualization of a career development continuum.

Inspection of Figure 1 reveals that the individual achieves career and self-identity, becoming a fully functioning person, through a series of decisions and experiences in the school, community, home, and work/leisure settings. This is accomplished as he/she grows and develops in four areas: self-realization, economic efficiency, social relationships, and civic responsibility. Growth and development are realized as the individual progresses through a sequence of experiences ranging from awareness to exploration and skill preparation until he/she becomes a fully functioning person. The interrelationships among the three basic components of the conceptual model are shown in Figure 1. This figure identifies three basic components essential for achievement of career development:

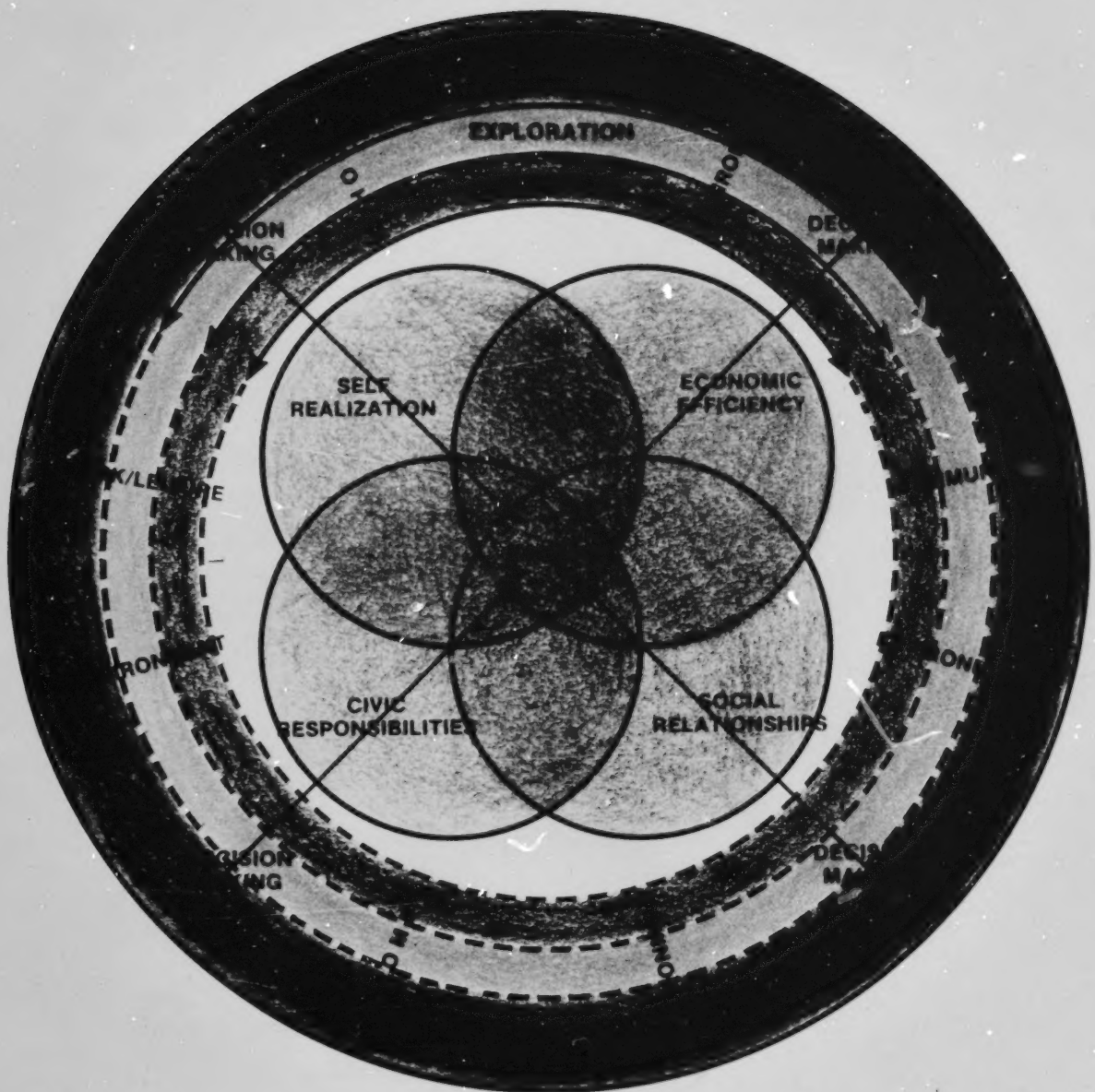


Fig. 1 Conceptual model of career development

24

. . . individual growth and development through

self-realization
economic efficiency
social relationships
civic responsibility

. . . an environment in which growth occurs in

home
school
work/leisure
community

. . . a sequence of experiences through

awareness
exploration
preparation-placement

Areas of individual career development

Career development is seen as the continuing growth of an individual toward complete self and career fulfillment, achieved through a sequence of interactions and decisions in the school, home, community, and work/leisure environments. Career development is the process of growth and development of the individual into the full realization of potential as a person with self and career identity. The individual becomes a fully functioning person through achievement of four goals:

. . . achieving self-realization through the development of communication and computation skills, personal values, goal-setting, and decision-making capabilities

. . . becoming economically efficient as producer and consumer of goods and services

. . . being able to establish and maintain healthy social relationships at home, on the job, in the family, in the community

. . . being able to carry out civic responsibilities at work and in the community.

Sequence of career development

The individual grows and develops into a fully functioning person as he/she progresses through a sequence of awareness, exploration, and preparation and skill development in relation to the four areas of individual growth and development. The individual must first become aware of self and the environment; then must explore career opportunities and develop goal-setting capabilities; prepare for job entry, achieve technological competencies, and learn the skills of job placement. These career development dimensions are related sequentially, with career and self-awareness

being prerequisite to career exploration, which, in turn, precedes preparation and placement. Awareness of self and career is achieved as the individual acquires an understanding of self and the lifestyles related to different kinds of careers. Exploration of careers is accomplished through hands on or simulation experiences as the individual develops the knowledge, attitudes, interests, and abilities required for different kinds of occupations, develops the capabilities of goal-setting, understands risk-taking, and value structuring, and acquires the skills of decision-making. Preparation involves the development of entry level job skills and capability of planning for continuing career development. Placement involves learning the job-seeking techniques necessary for placement and upgrading.

The career development continuum is seen as a lifelong process in which each individual achieves full potential as a fully functioning person. This is accomplished through a systematic sequence of experiences and decisions resulting in the individual becoming a person capable of being economically efficient, able to be civically responsible, capable of achieving self-realization, and capable of establishing and maintaining healthy social relationships.

The continuum is realized through a sequence of career development experiences aimed at achieving the four goals, extending from K through Grade 14, involving awareness, exploration, preparation, and placement. This continuum is shown in Figure 2.

Examination of Figure 2 shows that the dimensions of awareness, exploration, preparation and placement are incorporated in learning experiences, from Kindergarten through Grade 14. The emphasis on awareness, exploration, preparation, or placement is not constant, but changes, depending on the grade level, growth of the individual, and the social situation. In general, the emphasis in Kindergarten through Grade 6 is developing career and self-awareness. From Grade 7 to Grade 9, emphasis is on career exploration and goal-setting, but awareness and preparation can be included. From Grade 10 to Grade 14, the emphasis is on preparation and placement, but awareness and exploration are included also. The conceptual model subsumes the need to provide interventions to develop, improve, and increase career and self-awareness over the entire life span of the individual. The assumption is made that the individual never reaches the stage in life when there no longer is the potential for increasing or sharpening awareness of self and career. The time of greatest potential for developing awareness, however, is in the elementary grades, when the individual is concerned primarily with the developmental tasks of middle childhood:

learning physical skills needed for ordinary games

building wholesome attitudes toward oneself

learning to get along with peers

learning an appropriate social role

Fig. 2 Scope and sequence model of career development

developing fundamental skills in reading, writing and calculation

developing concepts needed for achieving personal independence

developing conscience, morality, and scale of values

developing attitudes to social groups and situations.

It is assumed that to some degree the goals of career development are realized through career exploration over the entire life span of an individual. It is held that even in middle childhood when the individual is concerned primarily with tasks related to development of concepts and skills for everyday living--communication, computation, interpersonal relationships--there is some opportunity for career exploration, and some initial experiences relating to goal-setting. The major emphasis, however, on career exploration and goal-setting is at the middle school grades, when the individual is concerned with the developmental tasks of preadolescence:

achieving new and more mature relations with peers of both sexes

achieving a social role

accepting one's physique and using body effectively

achieving emotional independence of parents and other adults

achieving assurance of economic independence.

It is assumed that to some degree there is a potential for development of skill proficiencies starting at an early age and continuing through the mature years. The greatest emphasis, however, on preparation for job or further education is in adolescence and early adulthood. The line between career exploration and preparation is much less definite than that which marks the transition from awareness to exploration. The needs of the individual and the social situation exert more influence at this end of the continuum than at the beginning. For the individuals who will go directly from secondary school into the world of work, preparation must begin earlier than for those who will continue schooling in college or technical school. The emphasis on preparation and placement comes at the time when individuals are concerned with developmental tasks of adolescence and early adulthood:

selecting and preparing for an occupation

preparing for marriage and family

developing intellectual skills and concepts for civic competence

desiring and achieving socially responsible behavior

acquiring a set of values and an ethical system

selecting a mate

learning to live with a marriage partner

starting a family

rearing children

managing a home

getting started in an occupation

taking on civic responsibilities

finding a congenial social group.

Career development is accomplished over a lifelong continuum as the individual realizes his/her potential and achieves career identity through development of knowledge, skills, and attitudes to implement self-realization, economic efficiency, social relationships, and civic responsibilities.

Experiences implementing career development

Career development of the person is realized through interaction of the individual with four aspects of the environment: school, home, work/leisure, and community.

> *Career development is a lifelong process through which the individual realizes his/her potential and achieves self and career identity. This is accomplished through a systematic sequence of planned interventions to reinforce the sequence of development along the continuum of awareness, exploration, and preparation.*

The four dimensions of the environment in which experiences and decisions are implemented to reinforce career development are:

. . . school, where the individual is afforded the opportunity to participate in purposefully created and contrived experiences to bring about changes in behavior

. . . home, where the individual is afforded the opportunity to interact with members of a family and to maintain a way of life

. . . work/leisure, where the individual is afforded the opportunity to perform labor as a means of earning a living or engage in activities for the sake of personal fulfillment and enjoyment

. . . community, where the person is afforded the opportunity to interact with other individuals who share folkways, mores, taboos, rules, and laws.

Through the experiences provided in school, home, work/leisure, and community, the individual grows into a person. The individual achieves self-realization, is capable of maintaining economic efficiency, can execute civic responsibilities, and can establish and maintain healthy social relationships. The school, working in consort with the home, community, and work/leisure world, plays a key role in facilitating healthy career development.

Implementing the conceptual model in a delivery system

The delivery of career development is accomplished through planned interventions which are provided through the interfacing of instruction, administration and guidance. Formative and summative evaluation is maintained as an integral part of the delivery system to provide quality control and accountability. Vocational education, academic education, and guidance are interrelated in the common pursuit of career development of the individual. The basic philosophy of career development expostulates that:

1. career development is a lifelong continuum

2. career development follows a systematic sequence of awareness, exploration, preparation and placement

3. career development of the individual is accomplished as the individual achieves self, civic, social, and economic development and growth

4. career development is achieved through experiences and decisions which facilitate the growth and development of the individual.

These assumptions combine to define a conceptual model which, when implemented in the school setting, will result in an integrated and articulated program of instruction and guidance, Kindergarten through Grade 14. This program is designed to develop self-realization, social relationship skills, civic responsibility capability, and economic efficiency capabilities of every child in Hawaii.

The career development continuum is conceptualized as an integral part of the total educational system in Hawaii. Delivery of the career development curriculum to learners in Hawaii's schools requires joint and collaborative efforts of instructional, guidance, and administrative personnel.

Administrators can contribute to the delivery of career development to Hawaii's schools by:

1. scheduling to allow for career development

2. offering in-service and pre-service training to prepare teachers and counselors

3. budgeting to allow for materials and equipment acquisition, repair, and maintenance

4. providing facilities

5. maintaining a climate which supports career development concepts

6. coordinating with community agencies and groups.

Counselors can contribute to delivery of career development in Hawaii's schools by:

1. working with teachers to create a career development center

2. providing job placement and follow-up assistance to learners

3. cooperating in the planning and organizing of school-community programs

4. developing learner objectives, learning experiences, and evaluation methods

5. integrating learning experiences into guidance activities

6. reinforcing career development objectives and subgoals in group and individual counseling.

Teachers can contribute to delivery of career development in Hawaii's schools by:

1. designing learner objectives, experiences, and evaluation methods to achieve career development goals

2. introducing into the different subject areas experiences which will assist learners to achieve a healthy career identity and self-concept

3. allowing for individual differences by selecting objectives and tasks appropriate for the individual learner or group of learners

4. using objectives and tasks from levels in the career continuum to meet the needs of individual learners

5. providing feedback to guide revision and modification in the curriculum guides.

A model for a delivery system of career development is shown in Figure 3.

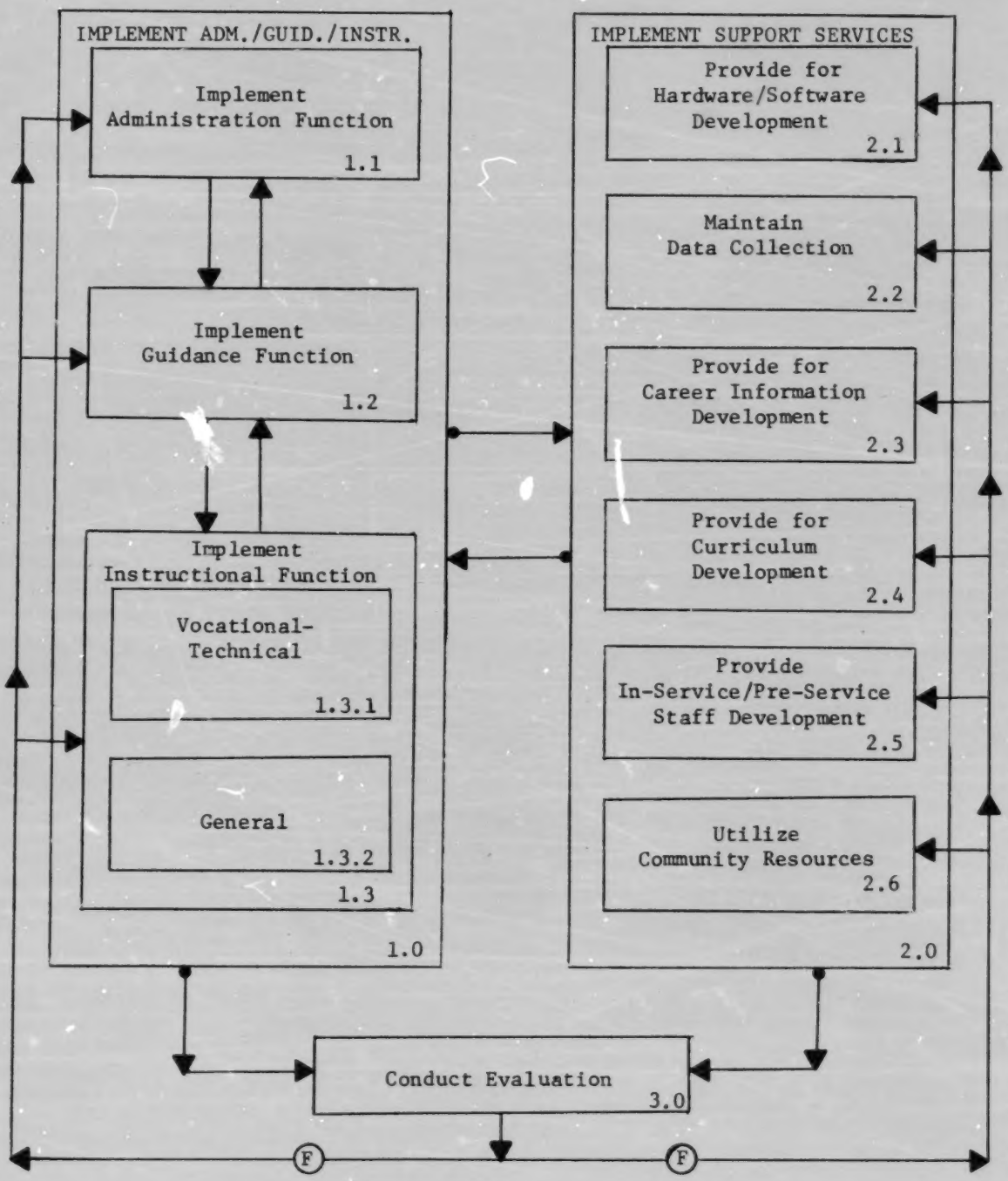


Fig. 3
Organizational structure for the
delivery of career development experiences

Figure 3 presents a model for the organizational structure to deliver a career development continuum in Hawaii. When the delivery system is implemented in the school setting, an integrated and articulated program of instruction and guidance, K through Grade 14, is achieved.

Staff development, material development, community participants, data collection, information processing, and curriculum development are integral parts of the total system for delivering career development.

> *The essence of career development is the person. Career development is person-oriented. Career development is an ongoing process of individual development, continuing from infancy through maturity. This developmental process takes place through a systematic sequence of experiences and decisions of the individual in an environment. These experiences and decisions contribute to the formulation of a positive self-identity and realization of vocational and avocational maturity.*

CHAPTER IV

GOALS, SUBGOALS, AND OBJECTIVES OF CAREER DEVELOPMENT

This chapter describes the development of goals, subgoals, and objectives of career development, and presents the model for achieving a continuum through the process of relating goals, subgoals, and objectives across levels.

A goal statement is a collection of words or symbols describing a general intent or desired outcome. A goal is a broadly defined intended outcome, such as "achieving self-fulfillment." A goal sets the direction and indicates the general nature of the desired outcome, but does not specify the characteristics of the expected outcome. Goals reflect a philosophical frame of reference and are characterized by broadness in intent and scope. A goal is a statement of general purpose. Goals are somewhat idealistic, but should not be so far removed from reality as to be meaningless.

A subgoal is a component of a goal. Each goal is made up of two or more parts. Subgoals describe in general terms the knowledge, skills and attitudes which must be achieved in order for the goal to be reached. Subgoals are expressed in general terms to describe what the person will understand, the skills that will be developed, or the nature of the attitudes or values to be acquired in order for the goal to be realized. Goals tend to describe the total person or group of persons; subgoals refer to the psychomotor, affective, or cognitive dimensions of an individual or particular group of individuals.

Behavioral objectives are collections of words describing specific, pertinent, attainable, measurable, and observable behaviors that will result from planned interventions. Behavioral objectives are written in terms which can be evaluated, and specify the criteria of effectiveness. A behavioral objective must:

- . . . identify and name the desired behavior
- . . . describe the conditions under which the behavior will take place
- . . . specify limitations or constraints
- . . . specify acceptable levels of performance.

The conceptual model prescribes the goals for career development. There are four goals which must be achieved for an individual to become a fully functioning person:

- . . . becoming capable of achieving <u>self-realization</u>
- . . . becoming capable of maintaining <u>economic efficiency</u> as a producer and consumer
- . . . becoming capable of establishing and maintaining healthy <u>social relationships</u>
- . . . becoming capable of executing <u>civic responsibilities</u>.

The goal of self-realization is the development of knowledge, skills, and attitudes or values to make an individual the person he/she is capable of becoming, with a heightened self-awareness, a realistic self-concept, a positive self-image, a realistic value system, and decision-making capability. Achievement of self-realization involves development of communication and computational skills, acquisition of basic knowledge about health, and generation of feelings of self commensurate with potential abilities. Self-realization involves mastery of basic skills in reading, writing, speaking, listening, and mathematics.

The goal of economic efficiency is the development of knowledge, skills, attitudes or values to make an individual a person capable of managing home and family affairs and supporting self and dependents at a living standard above the poverty level in a manner contributing to individual well-being and social welfare. Achievement of economic efficiency involves developing the skills required to be an effective producer and consumer of services and goods, and the capability of benefiting from avocational pursuits. This goal subsumes the development of knowledge, skills, and attitudes required for getting and maintaining gainful employment and the management of income for the welfare of the person and dependents. It also involves productive management of time devoted to avocational interests.

The goal of civic responsibility is the development of knowledge, skills, attitudes or values to make the individual a person capable of contributing in an organized, lawful way to the welfare of the group. Civic responsibility means achieving an awareness of and participation in neighborhood and local community issues and affairs, awareness of political issues and laws of the land at local, state, national, and international levels, and respect for the rights and property of others in school, community, home, and work-leisure settings.

The goal of social relationships is the development of knowledge, skills, attitudes or values to make an individual a person capable of coping with social situations and relating to other human beings in terms of realities, expectations, and standards of society. The goal subsumes the development of interpersonal and interrelationship skills needed to function effectively in the home, community, school, and work-leisure settings.

For each of the goals, a set of subgoals has been defined. The major goals and subgoals are shown in Table 1.

Table 1

Major Goals and Subgoals

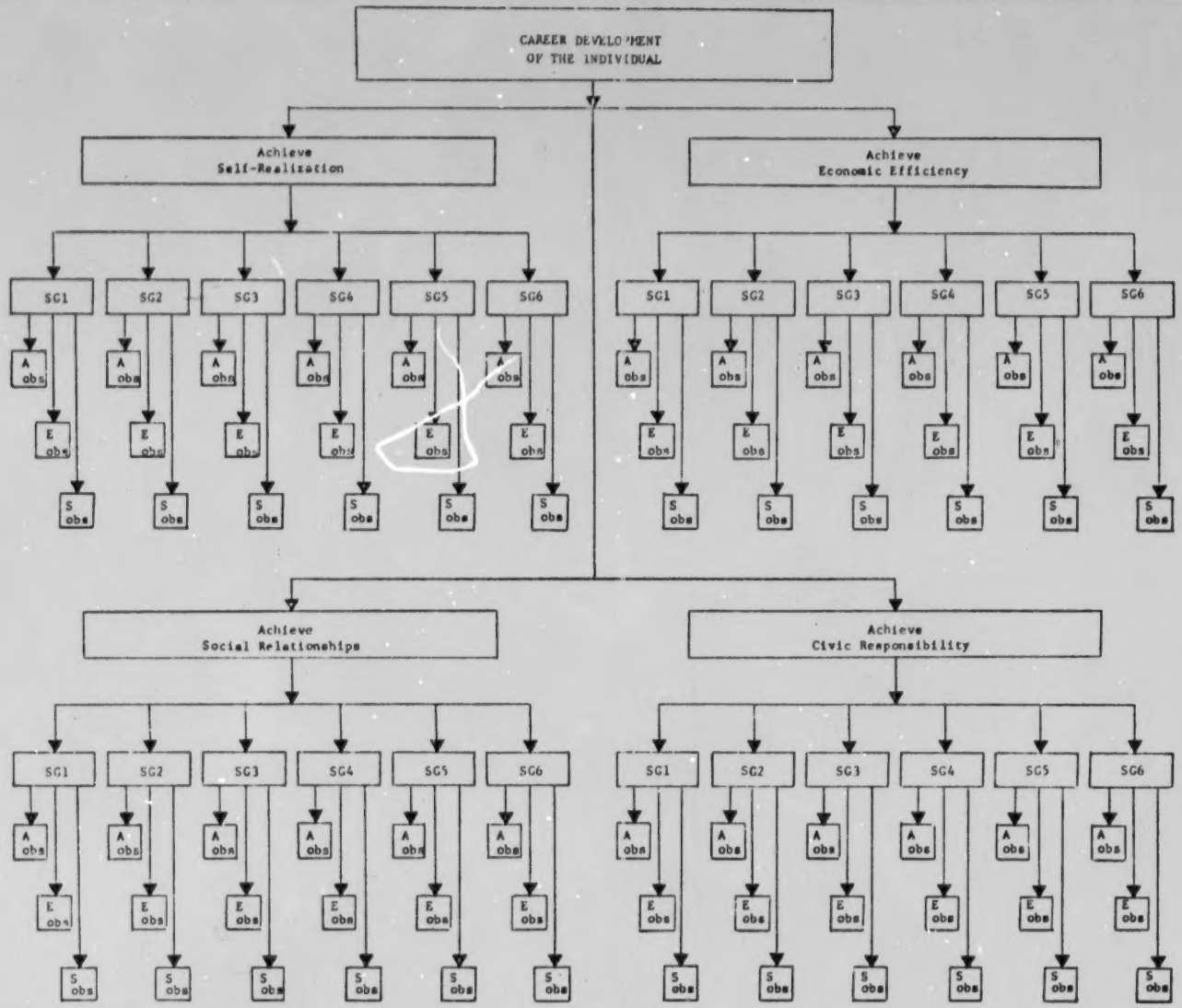
Goals	Subgoals
Self-realization:	1. Acquire skills of self appraisal. 2. Develop awareness and understanding of self. 3. Develop understanding of decision-making process. 4. Acquire skills of decision-making, risk-taking, value clarification, and goal-setting. 5. Develop understanding of the relationship between work and life style. 6. Develop appreciation for individual differences in interests, values, aptitude, skills, abilities, attitudes.
Economic Efficiency:	1. Develop understanding of variety of occupations, interrelatedness of occupations, and knowledge of occupational classifications and job descriptions. 2. Develop understanding that occupations exist for a purpose and contribute to the dignity of the individual. 3. Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people. 4. Develop understanding that new occupations develop in response to needs of society. 5. Develop employability skills. 6. Develop understanding of the relationship between education and work.
Civic Responsibility:	1. Develop understanding of rights, privileges, and responsibilities on the job, in the home, in the community. 2. Develop understanding of ways in which participation in civic groups contributes to individual and group goals. 3. Develop understanding of importance of rules in society. 4. Develop understanding of relationship between responsibilities and rewards in work and leisure. 5. Develop capabilities for making effective use of resources and understand relation of environment to work. 6. Develop ability to participate in various kinds of civic groups.
Social Relationships:	1. Develop interpersonal skills. 2. Develop understanding of social roles. 3. Develop understanding of cooperation. 4. Develop understanding of community workers. 5. Develop appreciation for flexibility and adaptability in social relationships. 6. Develop understanding of interrelatedness of occupational roles.

Inspection of Table 1 reveals that the same subgoals are implemented at each level of the continuum. It is this repetition of subgoals which insures articulation across grade levels.

Each subgoal is translated into a set of learner objectives, against which the teacher or counselor can compare the outcomes to determine effectiveness of the learning experiences. The objectives are designed to take into account the need for the learner to progress through the stages of awareness and exploration to skill preparation and placement. The learner objectives specify knowledge, skills, and attitudes to be developed, reinforced, and strengthened to realize career development. The objectives in Part II of the curriculum guide are generally stated learning outcomes. These expected outcomes must be expressed as behavioral objectives, since the effectiveness of the learning tasks can be determined only if evaluation is criterion referenced. To define a behavioral objective, it is essential to take into consideration the limitations and constraints in the situation and the characteristics of the learners. Since the curriculum guides will be used by teachers and counselors in different school settings, the definition of behavioral objectives will need to be done by the teachers and counselors, taking into account the learner characteristics, environmental conditions, resources, and constraints in the particular school setting. The teacher or counselor should convert each learner objective into a behavioral objective. Each definition of a behavioral objective should include: (1) operational description of the behaviors to be developed; (2) the conditions under which the desired behaviors will be demonstrated; (3) limitations and constraints; and (4) criteria for acceptable performance.

Each behavioral objective developed by teacher or counselor should pass a quality test. Ryan (1973) developed and described a SPAMO quality test for behavioral objectives. This test requires that each objective satisfy five criteria in order to be of the desired quality to provide a basis for accountability. The criteria are: (1) Specificity; (2) Pertinence; (3) Attainability; (4) Measurability; and (5) Observability. An objective is specific if it is expressed in terms clear and precise rather than being vague or ambiguous. It is pertinent if it is relevant to the learners and the setting. Any objective which cannot be shown to be important for career development is not pertinent. An objective is attainable if it is within the realm of possibility for the particular group of learners and the situation. An objective is measurable if procedures for quantifying the desired outcomes are available. An objective is observable if the desired outcomes can be seen either directly or inferred on the basis of behaviors that can be seen. The learner objectives included in Part II of the curriculum guide are intended to be suggestions. They were developed outside the context of any particular school. They must be converted to behavioral objectives which are appropriate for a particular school setting.

The relationships among goals, subgoals, and objectives are shown in Figure 4.



SG = Subgoal
A = Awareness Objectives
E = Exploration Objectives
S = Skill Objectives

Fig. 4 Hierarchy of goals, subgoals, and objectives to achieve career development of the individual

Examination of Figure 4 reveals that within each of the four major goal areas of career development, basic concepts have been identified by the subgoals which must be achieved. The subgoals represent broad areas of learning which must be mastered to develop the knowledge, skills, and attitudes implementing self-realization, economic efficiency, social relationships, and civic responsibility. These four goals are the foundation of the career development model. It can be seen that subgoals are converted into learner objectives relating to awareness, exploration, and preparation. The way in which the goals and subgoals are converted into a sequence of related objectives to establish a continuum of career development is shown in the charts on pages 31 to 41.

Examination of the charts on pages 31 to 41, which depict the relationships among goals, subgoals, and objectives, shows the way in which the continuum of career development is accomplished through implementation of learning experiences to achieve a sequential set of objectives related to a single subgoal. It is expected that learning experiences will be implemented in the early grades to develop awareness in relation to self-realization, economic efficiency, social relationships, and civic responsibility. In the middle grades, related objectives will focus on exploration, and in the upper levels, the related objectives will emphasize skill development. The four goals constitute the foundation for the career development model. The subgoals represent broad areas of learning content which implement the four goal areas. The objectives define the outcomes in relation to awareness, exploration, and preparation. The matrix of subgoals and objectives, by developmental levels, establishes a scope and sequence for each of the four goals. By studying the charts showing the objectives by levels, it is possible to identify the way in which objectives appearing in the four curriculum guides are related.

Goal: Developing Capabilities for Achieving Self-Realization Through Self-understanding and Decision-making.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
1. Acquire skills of self-appraisal.	1. Each learner will be able to list or describe three personal attributes.			
	2. Each learner will be able to tell the subject matter areas in which his/her performance is above average.	1. Each learner will be able to describe his/her performance in each subject matter area.	1. Each learner will be able to identify different types of physical work demanded by a variety of jobs, and assess his/her present level of skill development.	1. Each learner will be be able to show that he/she knows the vocabulary for use in various situations and can assess his/her performance in communication skills related to specific job requirements.
	3. Each learner will be able to give an example of personality variables about himself/herself.	2. Each learner will be able to list or describe three personality variables about himself/herself.	2. Each learner will be able to complete his/her individual profile, and will be able to tell his/her major interests, aptitudes, and values.	2. Each learner will be able to complete a career preparation plan which is realistic in terms of a) his/her qualifications and b) existing opportunities.
	4. Each learner will be able to list or describe one unique personal characteristic.			

Goal: Developing Capabilities for Achieving Self-realization Through Self-understanding and Decision-making.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
2. Develop awareness and understanding of self.	1. Each learner will be able to list or describe likes, dislikes, strengths, and weaknesses.	1. Each learner will be able to list or describe one personal strength and one personal weakness. 2. Each learner will be able to describe a method of strengthening a personal weakness. 3. Each learner will be able to list or describe two reasons for knowing one's strengths and weaknesses.	1. Each learner will know ways of improving his/her behaviors and attitudes. 2. Each learner will gain knowledge of his/her likes and dislikes and strengths and weaknesses.	1. Each learner will be able to demonstrate that he/she understands the relationship of personal factors to careers. 2. Each learner will be able to describe the meaning of maximizing one's potential.
3. Develop understanding of decision-making process.	1. Each learner will be able to give an example of making a decision.	1. Each learner will be able to list or describe the steps involved in making a decision.	1. Each learner will be able to understand that people have to make decisions, and that decision-making is important to successful and satisfying living. 2. Each learner will be able to name factors that influence a career choice.	1. Each learner will be able to accept responsibility for his/her decisions. 2. Each learner will be able to list and rank-order criteria for his/her career.

Goal: Developing Capabilities for Achieving Self-realization Through Self-understanding and Decision-making.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
4. Acquire skills of decision-making, risk-taking, value clarification, and goal-setting.		1. Each learner will be able to list or describe sequence of career development. 2. Each learner will be able to list two occupations in which he/she is interested. 3. Each learner will be able to list two occupations in which he/she has no interest.	1. Each learner will be able to demonstrate knowledge of basic activities involved in educational and career planning. 2. Each learner will be able to tell the value and consequences of several career choices open to him/her.	1. Each learner will be able to assume responsibility for making a career choice. 2. Each learner will be able to show what is required for placement in post-secondary employment, further education, or both.
5. Develop understanding of the relationship between work and life style.	1. Each learner will be able to give an example of the way work relates to the way one lives. 2. Each learner will be able to give an example of the way in which his/her attitudes relate to school performance. 3. Each learner will be able to tell how his/her study habits relate to school success.	1. Each learner will be able to list or describe ways in which working relates to the way one lives. 2. Each learner will be able to list or describe ways in which his/her attitudes relate to school performance. 3. Each learner will be able to list or describe ways in which his/her study habits relate to school success.	1. Each learner will be able to show that he/she understands that an individual's occupation can influence one's life style and that a preferred life style may influence one's occupational choice. 2. Each learner will be able to identify different personal characteristics which affect performance in a job or hobby. 3. Each learner will be able to describe the way in which volunteer services affect life style.	1. Each learner will be able to name the possible needs of a given life style and list several occupations which will satisfy these needs. 2. Each learner will be able to derive satisfaction from work/educational experiences. 3. Each learner will be to list or describe the way changes in life style are caused by occupational advancement.

Goal: Developing Capabilities for Achieving Self-realization Through Self-understanding and Decision-making.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
6. Develop appreciation for individual differences in interests, values, aptitudes, skills, abilities, and attitudes.	1. Each learner will be able to describe or define ways in which he/she is different from other persons. 2. Each learner will be able to list one difference between himself/herself and another person in each of the following areas: 1) interest, 2) abilities, 3) aptitudes, 4) values, 5) attitudes.		1. Each learner will know of existing and changing values of various ethnic and religious groups. 2. Each learner will be able to understand and appreciate unique values and standards of cultural groups. 3. Each learner will be able to identify five ways in which people differ.	1. Each learner will be able to show that he/she knows that different people have feelings of dignity and worth for different reasons. 2. Each learner will be able to show self-insight by stating ways in which he/she differs from others.

Goal: Developing Capabilities for Being Economically Efficient, as Producer and Consumer of Goods and Services.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
1. Develop understanding of variety of occupations, interrelatedness of occupations, and knowledge of occupational classification and job descriptions.	1. Each learner will be able to list or describe types of workers in the community. 2. Each learner will be able to list or describe two occupations which are production-oriented and two which are service-oriented.	1. Each learner will be able to list or describe types of workers in the community or in the school. 2. Each learner will be able to list or describe two ways to classify occupations.	1. Each learner will be able to identify contributions of the community workers, and classify them into the following categories: working with data, and working with people.	1. Each learner will be able to describe one job and name one occupational cluster.
2. Develop understanding that occupations exist for a purpose and contribute to the dignity of the individual.	1. Each learner will be able to describe ways in which work provides opportunities for enhancing dignity of self and society.	1. Each learner will be able to describe one occupation which has an effect upon a portion of society and contributes to individual growth.	1. Each learner will be able to identify ten community workers who contribute to the dignity of the individual.	1. Each learner will be able to relate feelings about the value of home, community, and state workers to individual well-being.

Goal: Developing Capabilities for Being Economically Efficient, as Producer and Consumer of Goods and Services.

Subgoal	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
3. Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people.	1. Each learner will be able to tell how one worker in the school contributes to the good of society. 2. Each learner will be able to list one way in which a worker he/she knows contributes to the economic good of the local area. 3. Each learner will be able to list or describe three personal reasons why people work.	1. Each learner will be able to list or describe two contributions which a specific occupation has made to the improvement of society. 2. Each learner will be able to list or describe ways in which a worker he/she knows contributes to the economic good of his/her city, state or nation. 3. Each learner will be able to describe or participate in a task which contributes to classroom goals.	1. Each learner will be able to list or describe two contributions that workers make to society. 2. Each learner will be able to develop appreciation for economic rewards from work.	1. Each learner will be able to explain how one's service contributes to the community. 2. Each learner will be able to describe economic implications of career decisions.
4. Develop understanding that new occupations develope in response to needs of society.	1. Each learner will be able to list or describe how an occupation other than his/her father's or mother's is necessary to his/her family existence.	1. Each learner will be able to list three occupations which have developed within his/her lifetime. 2. Each learner will be able to list or describe one occupation which has been developed for the purpose of fulfilling a need of society.	1. Each learner will be able to list ways in which needs of society relate to the occupational structure and development of new occupations. 2. Each learner will be able to identify community services that exist to meet the present civic needs of his/her community.	1. Each learner will be able to describe ways in which the needs of society have changed and how the work structure has been altered due to these changes.

Goal: Develop Capabilities for Being Economically Efficient, as Producer and Consumer of Goods and Services.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
5. Develop employability skills.	1. Each learner will be able to give an example to show two factors necessary for job success.	1. Each learner will be able to list three factors necessary for job success.	1. Each learner will be able to describe two employability skills.	1. Each learner will be able to list skills adequate for job or educational entry in an area of interest. 2. Each learner will develop the capability of being able to move into a job or further education.
6. Develop understanding of the relationship between education and work.	1. Each learner will be able to list one occupation which requires high school education, one which requires college, and one which required specialized education. 2. Each learner will be able to list or describe occupation which require a specific content, e.g. mathematics as a necessary knowledge.	1. Each learner will be able to list or describe the educational needs related to a specific occupation. 2. Each learner will be able to describe the content and sequence of education necessary for a specific occupation.	1. Each learner will be able to list two values of getting prerequisites educational preparation before job entry or job change.	1. Each learner will be able to list the educational requirements for a specific job.

Goal: Developing Capabilities for Establishing and Maintaining Healthy Social Relationships.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
1. Develop interpersonal skills.	1. Each learner will be able to describe three jobs that people living close to him/her hold, and name one interpersonal skill.	1. Each learner will be able to describe how interpersonal skills contribute to his/her personal feelings of worth.	1. Each learner will be able to describe the probable consequences of different types of interpersonal relationships.	1. Each learner will be able to describe the importance of interpersonal relationships. 2. Given an opportunity to have a job interview with an employer, each learner will be able to demonstrate use of interpersonal skills.
2. Develop understanding of social roles.	1. Each learner will be able to list and describe two characteristics of dignity in relation to self and others.	1. Each learner will be able to describe the role of one significant adult.	1. Each learner will be able to describe ways that social roles are valuable to him/her.	1. Each learner will be able to describe various social roles related to groups of which he/she is a member.
3. Develop understanding of cooperation.		1. Each learner will be able to identify a situation where two or more workers cooperate to produce a product or provide a service.	1. Each learner will be able to show that he/she understands the benefits of cooperation and interdependence in making a team effort. 2. Each learner will be able to value cooperation as a means to progress.	1. Each learner will be able to describe ways of working cooperatively with other members of a group.
4. Develop understanding of community workers.		1. Each learner will be able to describe two occupations which contribute to other occupations.	1. Each learner will be able to describe ways in which occupations are interrelated.	1. Each learner will be able to list and describe occupations in the Public Service cluster.

Goal: Developing Capabilities for Establishing and Maintaining Healthy Social Relationships.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
5. Develop appreciation for flexibility and adaptability in social relationships.	1. Each learner will be able to list two feelings his/her father or mother has about his or her work.	1. Each learner will be able to describe or define work in two different ways.	1. Each learner will be able to describe ways in which one member can adapt to facilitate group action. 2. Each learner will be able to accept the value of change.	1. Each learner will be able to describe ways in which he/she has altered a social role over a period of time. 2. Each learner will realize that a variety of roles contribute to his/her development as a person.
6. Develop understanding of interrelatedness of occupational roles.	1. Each learner will be able to give an example of one job which contributes to or is related to another job.	1. Each learner will be able to describe one job which contributes to or is related to another job.	1. Each learner will be able to describe ways that groups or individuals have helped him/her or contributed to the meeting of his/her needs.	1. Each learner will be able to list the values which have accrued to him/her from group membership and discuss these in terms of feelings about himself/herself.

Goal: Developing Capabilities for Carrying Out Civic Responsibilities at Work and in the Community.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
1. Develop understanding of rights, privileges, and responsibilities on the job, in the home, and in the community.	1. Each learner will be able to give an example of one way in which work requires responsibility.	1. Each learner will be able to list or describe ways in which work requires responsibility.	1. Each learner will be able to show that individual responsibility is related to the success of a group project.	1. Each learner will be able to show that he/she knows the responsibilities which he/she has to the society in which he/she lives.
2. Develop understanding of ways in which participation in civic groups contributes to individual and group goals.	1. Each learner will be able to participate in a task which contributes to classroom goals.	1. Each learner will be able to list or describe two ways in which the environment in which he/she lives relates to career and civic groups.	1. Each learner will be able to state advantages and disadvantages of participation in civic groups.	1. Each learner will be able to describe the process of participation in one civic action group.
3. Develop understanding of importance of rules in society.	1. Each learner will be able to list rules for a group of which he/she is a member.	1. Each learner will be able to list or describe responsibilities of the adult citizen.	1. Each learner will be able to list reasons for establishment and enforcement of laws within his/her community.	1. Each learner will be able to show that he/she knows the rules for operation of civic groups--parliamentary and other group procedures, and structures.
4. Develop understanding of relationship between responsibilities and rewards in work and leisure.	1. Each learner will be able to give an example of the rewards, other than money, which are related to working.	1. Each learner will be able to list or describe rewards, other than money, which are related to working.	1. Each learner will be able to describe two ways in which work is of value.	1. Each learner will be able to describe ways of maintaining economic self-sufficiency in contemporary society.

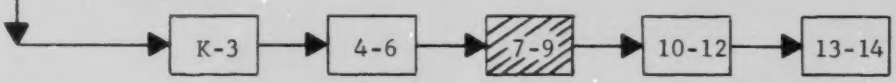
Goal: Developing Capabilities for Carrying Out Civic Responsibilities at Work and in the Community.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
5. Develop capabilities for making effective use of resources and understand relation of environment to work.		1. Each learner will be able to list or describe the relationship of the environment to a particular job.	1. Each learner will be able to list or describe three reasons for proper use and conservation of natural and human resources, and name one career which contributes to conservation of these resources.	1. Each learner will be able to list or describe the relation of occupations to conservation of resources.
6. Develop ability to participate in various kinds of civic groups.	1. Each learner will be able to describe ways in which participation in a group helped him/her.	1. Each learner will be able to describe ways in which his/her participation in a group contributed to his/her understanding of the responsibilities of citizenship.	1. Each learner will be able to show that he/she recognizes that personal traits of punctuality and dependability are important factors in facilitating the work of others in an occupational setting or civic group.	1. Each learner will be able to relate the value of cooperative efforts to the achievement of goals for common good.

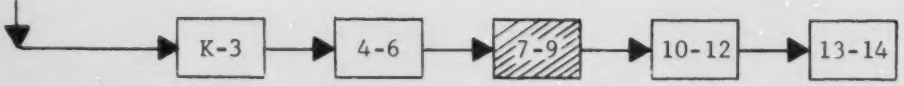
PART II

LEARNING EXPERIENCES

This part of the guide contains the set of objectives, learning experiences, and evaluation procedures for the given grade levels. The objectives are sample objectives and the learning experiences are suggested tasks, materials, and equipment. Suggestions are given to indicate the class or settings in which the learning experiences might be used.



GRADES 7-9



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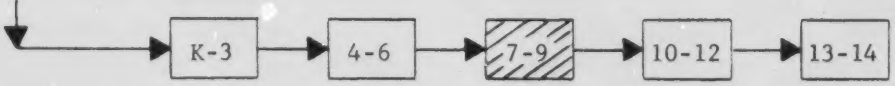
GRADES 7-9

SELF-REALIZATION

Developing capabilities for achieving self-realization through self-understanding and decision-making.



GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 1: Acquire skills of self-appraisal.

Learner Objective 1: Each learner will be able to identify different types of physical work demanded by a variety of jobs, and assess his/her present level of skill development.

Learning Experiences

LEARNING EXPERIENCE A: (Physical Education) E

(available gym equipment: mats, ropes, basketball, vaulting horse, balance beam, ladder, chairs)

1. Introduce the relationship between physical agility and various occupations and the need for physical exercises. Have learners discuss the subject and give examples of occupations requiring physical agility and exercises which develop agility.

2. Have experienced learners demonstrate agility exercises and then lead learners in the exercise, emphasizing correct performance, not speed.

3. Have learners run an obstacle course based on the exercises discussed and practiced. Learner volunteers may assist, as a special assignment, in designing the obstacle course.

4. Have learners run the obstacle course numerous times to improve their scores.

(Adapted from Career Education Resource Guide, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE B: (Physical Education) E

(Dictionary of Occupational Titles, Washington, D. C.: U.S.Government Printing Office)

1. Use the Dictionary of Occupational Titles, or in a class discussion, have learners describe physical activities demanded in the jobs as they may have observed or as they may have learned from adult relatives or friends. Supplement discussion as needed with information, or assign learners to prepare descriptions of physical activities demanded by occupations the class selects to study closer.

2. Have learners practice the physical activities of each job which interests them, and assess their ability to perform the task. They might consider drawing up and following a program of practice activities on a regular basis.

LEARNING EXPERIENCE C: (Physical Education) E

(President's Physical Fitness Test activities and test equipment)

1. Have learners take the President's Physical Fitness Test, and follow the accompanying activities.

2. Have each learner assess his/her performance in relation to nationwide statistics.

3. Have learners identify two jobs for which they would qualify according to their scores on the Fitness Test.

Evaluation

Teacher-made test. Each learner will get four out of five answers correct.

Directions. For five of the following kinds of work, state what physical work is demanded, and give a self-appraisal in relation to the occupation.

Occupation	Work	Rating of Individual Capability of Performing Work
Construction Worker		
Painter		
Telephone Repairperson		
Typist		
Chef		
Surgeon		
Policeman/woman		
Photographer		
Nursery School Teacher		
Waitress/Waiter		
Travel Agent		

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 1: Acquire skills of self-appraisal.

Learner Objective 2: Each learner will be able to complete an individual profile, and will be able to tell his/her major interests, aptitudes, values.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) P

a. SCAT tests, STEP tests, interpretation of test results leaflet, available from the Hawaii State Department of Education;
b. What Tests Can Tell About You by A. Smith available from Science Research Associates;
c. "Testing in Hawaii Schools," (tape) by E. Chong, Jarrett Intermediate;
d. Meeting the Test by K. Anderson available from Scholastic Magazines;
e. Interpretation of Test Results by S. McLaughlin available from the Government Printing Office, Washington, D. C.;
f. Charting Your Job Future available from the Hawaii State Department of Education;
g. "Test Results and Course Selections," (tape) by E. Chong, Jarrett Intermediate)

1. Have learners take SCAT and STEP tests.
2. Have learners read the booklet What Tests Can Tell About You.
3. Have learners listen to "Testing in Hawaii Schools."
4. Have learners read pp. 30-50 in Meeting the Test, pp. 9-14 in Interpretation of Test Results, and pp. 19-25 in Charting Your Job Future.
5. Have learners listen to "Test Results and Course Selections."
6. Have learners confer with counselors to discuss the results of the SCAT and STEP tests as well as the materials covered under steps 2 through 5 (above).
7. Have learners list three courses they might take based on their test results.

LEARNING EXPERIENCE B: (English) E

(books or pamphlets dealing with personal desires, abilities and values, for example: a) You and Your Abilities available from Science Research Associates, b) Do Your Dreams Match Your Talents? by Vance Packard, available from Science Research Associates, c) Personal Analysis and Future Planning available from Hunter Publishing Co., d) Guidance for Youth by B. Grant, 1965)

1. Have learners read introductory material on personal abilities, for example, pp. 9-15 of You and Your Abilities.

2. Have learners use a dictionary to study the meanings of heredity and environment.

3. Have learners make a list of all the things they feel they can do better than others their same age and sex.

4. Have learners review their aptitudes and discuss them with the class.

5. Have learners read books on aptitudes and occupational choices, for example:

   a. Do Your Dreams Match Your Talents?
   b. Personal Analysis and Future Planning, pp. 152-167
   c. Guidance for Youth, pp. 66-79

6. Have learners discuss, in small groups or in class, the materials they read and the significance to them.

(Adapted from Guidance Curriculum Guide: Career Development, Intermediate Level, Publication No. TAC 71-3815, p. 89, Hawaii State Department of Education, Office of Instructional Services, Honolulu)

LEARNING EXPERIENCE C: (English) E

(paper, duplicating facilities, copies of Occupational Outlook Handbook)

1. Mimeograph and distribute the Personal Inventory to the class.

Personal Inventory

In order to explore potential vocations, it is helpful for you, the investigator, to take a close look at yourself. Your school courses, grades, hobbies, part-time jobs, sports, and extracurricular activities, aptitudes, personal and physical characteristics, and your likes and dislikes offer clues as to what vocation to choose.

It is hoped that the personal inventory will help you understand the real you. Try to be objective in your answers. To be of value to you, the personal inventory must reflect an accurate picture of yourself. Answer the following questions:

1. What school subjects are you best in?
2. What school subject do you do least well in?
3. What school subjects do you enjoy studying most?
4. Why do you enjoy them?
5. What school subjects do you dislike studying?
6. Why do you dislike them?
7. List the extracurricular school subjects you really enjoyed taking part in. Give your reasons.
8. What are your outstanding abilities, talents, and strong points?
9. What are your weak points?
10. How well do you get along with other people, your parents, friends, teachers?
11. What personal satisfaction would you like to get from a job?
12. List any jobs that you have done that you enjoyed.
13. What did you like about them?
14. List any jobs that you have done that you disliked.
15. Why did you dislike them?
16. List the things you do in your leisure time that you enjoy and explain why you enjoy them.
17. List the three jobs which you feel at this time would be most interesting to you and which you can do or can learn to do. List them in order of your preference and give a reason for your interest.
18. If you could have your choice of any job, which one would you choose and why?
19. List some of your personal ambitions and tell why you want to achieve them.

2. Have learners obtain a copy of the Occupational Outlook Handbook and read about their vocational choices.

(Adapted from McKinley High School Career Opportunity Handbook, Margaret Miller, Coordinator, pp. 9-11, Honolulu)

LEARNING EXPERIENCE D: (English) E

(books dealing with high school, for example: High School Ahead and Looking Toward High School both by R. Hunt and available from Science Research Associates, registration information brochures from Kaimuki and Kalani High Schools and the learners' high school)

1. Have learners interview a senior in the high school. Have learners plan questions to ask dealing with activities as well as studies.

2. Have learners read books dealing with going to high school, for example: High School Ahead and Looking Toward High School.

3. Have learners read registration information from Kaimuki and Kalani High Schools and compare with the high school they are planning to attend.

4. Have learners discuss the materials they read, with special emphasis on:

   a. the value of education
   b. high school studies as a foundation and preparation for advanced study
   c. the value of a high school diploma
   d. graduation requirements - electives and required courses

(Adapted from Guidance Curriculum Guide: Career Development, Intermediate Level, Publication No. TAC 71-3815, p. 183, Hawaii State Department of Education, Office of Instructional Services, Honolulu)

LEARNING EXPERIENCE E: (Social Studies) E

(Pre-Counseling Information Scheet - Guidance Aid No. 16, and Self-Appraisal Folder - Form VE-82, both available from State of Hawaii Department of Education)

1. Distribute copies of Pre-Counseling Information Sheet. Explain to the learners that it should be filled out before a conference with the counselor. Offer to help answer individual questions.

2. Distribute copies of Self-Appraisal Folders. Assign completion of the activities suggested on the cover.

3. Schedule conferences between learners and counselors.

Evaluation

Each learner will complete his/her individual profile, and will tell his/her major interests, aptitudes and values.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 2: Develop awareness and understanding of self.

Learner Objective 1: Each learner will know ways of improving his/her behaviors and attitudes.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) E

(books and films dealing with personal behavior and attitudes, for example: "All about You," Science Research Associates; "Choosing Your Occupation," Coronet Films; "Your Personality, the You Others Know," Guidance Associates)

1. Have learners read books and view films dealing with behavior and attitudes such as those listed above.

2. Discuss books read and films viewed.

3. Have learners discuss ways in which self-appraisal enables one to make changes in one's own behavior and attitudes.

(Adapted from K-12 Guide for Integrating Career Development into Local Curriculum, pp.43-44, 1972, Charles A. Jones Publishing Co., Worthington, Ohio)

LEARNING EXPERIENCE B: (Art) P

(personality rating scale)

1. Have learners use a personality rating scale to identify strengths and weaknesses. Have learners make plans for self-improvement.

2. Have learners prepare a bulletin board called "Security is" (modeled after Charles Schultz, Security is a Thumb and a Blanket). Have learners discuss behavior which develops from having or lacking security. Have learners invite a minister, guidance counselor, or other qualified person to speak to the class on self-improvement and the reasons why it is desirable.

3. If possible have learners view the film "Improve Your Personality," Audio Visual Center, College of Education, University of Maine, Orono, Maine; or a similar film dealing with personality.

(Adapted from Official Occupational Skills Program Handbook - Vocational-Technical Education, A Handbook for the Occupational Skills Program for Special Education Students, 1971, Hawaii State Department of Education, Office of Instructional Services, Honolulu)

LEARNING EXPERIENCE C: (English, Art) E

(dictionary, paper, pens, magazines, scrapbook paper)

1. Have learners define attitude as related to human relations and discuss the aspects of a positive or negative attitude.

   a. What results can be obtained by focusing your mind on the positive?
   b. What results from a negative attitude?

2. Have learners discuss ways of improving attitude, through improving the personality. For a guideline, have learners consider Carnegie's six ways to attract people.

3. Have learners discuss why people lose their jobs because of human relations problems, using case studies of job failures of individuals.

4. Have learners discuss the 3 common human relations mistakes that are most damaging to individuals in any occupation:

   a. failure to listen.
   b. underestimating others.
   c. failure to report mistakes to management.

5. Have learners make a scrapbook using pictures, poems, or quotations associated with attractive personalities.

6. Have learners discuss undesirable personality traits. Learners will write statements on improvement of personality, and how undesirable traits may be eliminated or overcome.

   (Adapted from A Guide for Developmental Vocational Guidance, Grades K-12, p. 88, 1968, Oklahoma State Department of Education, Tulsa)

LEARNING EXPERIENCE D: (English) P

(papers, pens, pencils, overhead projector)

1. Assign composition exercises. The assignments will be no longer than a paragraph. Stress that for each writing assignment, every word counts. Since they are only writing one paragraph, learners must pack the maximum amount of meaning and precision into each word. Have learners submit their assignments anonymously, if possible, typed double-spaced.

2. Select learners' paragraphs randomly and project on the opaque projector. Be careful to preserve the anonymity of the authorship of each paragraph discussed.

3. Have learners suggest revisions in the paragraphs. Record changes agreed upon by the class as a whole. Use proofreading marks to make the changes.

4. Return learners' papers and make the assignment that they are to write revisions and resubmit the same paragraphs with their proofreading marks and changes written in.

5. Mark the papers carefully, stressing the improvement brought about by the revisions.

6. Conduct a class discussion about the necessity of revision after a paper has been written. Highlight this discussion with copies of manuscripts by famous authors, in which drafts have been scratched up and changed again and again.

LEARNING EXPERIENCE E: (Science) E

1. Administer a pretest designed to measure attitudes toward science, or toward the particular phase of science being studied. The pretest should include affective statements only and make no demands on cognitive knowledge.

2. Administer the same test as a posttest at the end of the course. In most cases, the attitudes sampled should rise toward more positive feelings about the subject.

3. Present and discuss the results with the class. Present the general statement that in a situation where one believes he/she dislikes a subject, feelings change when he/she knows more about it. The results of the pretest and posttest should bear out the statement.

4. Have learners react to the statement and the test results by relating their experiences of changing attitude.

5. Point out that increased knowledge is one way to change one's attitude toward a more positive direction.

Evaluation

Oral quiz. Instructions:

1. Tell one way you have made a change in something recently: perhaps an attitude toward something, or a behavior pattern, or way of doing something.

2. What did you learn from that change about ways you can bring about change in the future?

Criterion of acceptability set by teacher.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 2: Develop awareness and understanding of self.

Learner Objective 2: Each learner will be able to gain knowledge of his/her likes and dislikes, and strengths and weaknesses.

Learning Experiences

LEARNING EXPERIENCE A: (Typing) E

(dictionary, notebook, pens, pencils, sample outline of an autobiography - for example, Group Guidance in Oregon Secondary Schools, p. 31, State Department of Education, Salem, Oregon; tapes - "What Is An Autobiography?" and "Mr. K." by J. Chun, Jarrett Intermediate)

1. Have learners look up the meaning of the word "autobiography."

2. Have learners study a sample outline of an autobiography, and listen to the two tapes listed above.

3. Have learners read an autobiography of a person they admire and then discuss the traits or characteristics included in the autobiography. Have learners discuss what traits or characteristics they might include in their own autobiography.

4. Have learners write and type a brief autobiography.

(Adapted from Guidance Curriculum Guide: Career Development, Intermediate Level, Publication No. TAC 71-3815, pp. 44-45, Hawaii State Department of Education, Office of Instructional Services, Honolulu)

LEARNING EXPERIENCE B: (English) P

(reference materials dealing with interests and abilities such as: a) "You and Your Mental Abilities," "Discovering Your Real Interests," and "What Are Your Problems," available from Science Research Associates, b) "What Are You Like?" by E. Chong, Jarrett Intermediate, c) Your Personality and Your Job by D. Sinick, Science Research Associates)

1. Have learners read books and view filmstrips dealing with personal interests and abilities such as those listed above.

2. Have learners select someone they know well. Have learners list, confidentially, five strengths and five weaknesses of the person selected.

3. If available, have learners read and do the self-appraisal assignment on pp. 28-32 of Planning Your Life's Work available from McKnight Publishing Co.

4. Have learners write a short composition listing their likes, dislikes, strengths and weaknesses.

(Adapted from Guidance Curriculum Guide: Career Development, Intermediate Level, Publication No. TAC 71-3815, p. 99, Hawaii State Department of Education, Office of Instructional Services, Honolulu)

LEARNING EXPERIENCE C: (Social Studies) P

(individual school records)

1. Have learners discuss their school records individually with the counselor to help identify strengths and limitations.

2. Have learners list their ideas of their strengths and limitations based on their school and non-school experience, and relate these to the world of work, using materials from their guidance resource center.

(Adapted from K-12 Guide for Integrating Career Development into Local Curriculum, pp. 43-44, 1972, Charles A. Jones Publishing Co., Worthington, Ohio)

LEARNING EXPERIENCE D: (Health) P

(paper, pencils or pens)

1. Have learners discuss the following idea suggested by the teacher: in order to make an intelligent career plan, it is necessary not only to learn a useful skill, but also to analyze oneself in relation to that skill. Learners will consider that a necessary companion study to the acquisition of a vocational - technical skill is an analysis of what makes oneself unique.

2. Have learners compile data regarding themselves as well as their environment, to involve a continuous process of self-discovery. The following items should be included:

   a. interest in and aversion to school subjects;
   b. achievement in school subjects;
   c. participation in school activities;
   d. offices held in school or out-of-school activities;
   e. recreational activities;
   f. reading interests;
   g. work experiences;
   h. measured interests;
   i. measured special aptitudes;
   j. expressed vocational interests;
   k. educational and vocational levels of family members;
   l. economic status of family;
   m. physical development and disability;
   n. ability to meet and work with people;
   o. personal traits of initiative and dependability;
   p. personal needs and drives.

3. Have learners confer privately with teacher to evaluate their personal data profiles. Have learners acquire an idea of personal uniqueness, aptitude, interest, and needs in relation to vocational skills.

   (Adapted from A Guide for Developmental Vocational Guidance, Grades K-12, p. 139, 1968, Oklahoma State Department of Education, Tulsa)

LEARNING EXPERIENCE E: (Typing) E

(films on individual differences, for example: "So You Are Not Just Like Everybody Else," and "On Being Different!" from the series Knowing Yourself available from Popular Science Audio-Visuals, Inc.)

1. Have learners view filmstrips on individual differences and similarities.

2. Have learners determine their own individual differences. Have learners classify traits they have identified as strengths or weaknesses.

3. Have learners hold a class discussion about their options when they have identified their personal strengths and weaknesses.

4. Have learners type a composition on what they can do with their knowledge of their own strengths and weaknesses in relation to career planning.

LEARNING EXPERIENCE F: (Social Studies) E

(history reference books, paper, pens, State of Hawaii Department of Education: Self-Appraisal Folder, Form VE-82; "Understanding Yourself," State of Hawaii Department of Education Guidance Aid No. 2, May, 1964)

1. Have learners select 10 historical figures they are studying and list the strengths and weaknesses of those figures.

2. Explain the meaning of "identify" in the sense of seeing something one has in common with a well-known figure. Have learners write profiles of themselves in comparison with one of the figures under study. Have learners find strengths and weaknesses they share with the historical characters.

3. Distribute copies of the Self-Appraisal Folder.

4. Have learners complete the activities suggested on the cover of the folder, and assemble the materials listed.

5. Have learners fill out the form, "Understanding Yourself."

6. Lead discussion on being aware of likes, dislikes, strengths, and weaknesses as they relate to vocational choices.

Evaluation

Each learner will complete the following test.

Directions. Everyone has certain strengths and weaknesses which determine his/her likes and dislikes. In order to make realistic personal, educational, or vocational plans, you should be able to identify these areas. List 5 strengths and 5 weaknesses that you see in yourself.

Strengths

1. _____

2. _____

3. _____

4. _____

5. _____

Weaknesses

1. _____

2. _____

3. _____

4. _____

5. _____

(Adapted from Guidance Curriculum Guide. Career Development, Intermediate Level, Publication No. TAC 71-3815, p. 100, Hawaii State Department of Education, Office of Instructional Services, Honolulu)

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 3: Develop understanding of decision-making process.

Learner Objective 1: Each learner will be able to understand that people have to make decisions, and that decision-making is important to successful and satisfying living.

Learning Experiences

LEARNING EXPERIENCE A: (English) E

(paper, pens, duplicating facilities)

1. Have learners find out what has happened to a number of recent graduates from their school.

2. Have learners develop a list of graduates with whom they are personally acquainted, and who might be available for interviews later in this study. In class discussion, have learners explore the work activities of the individuals chosen. During the discussion, have learners make notes about the kinds of information they would like to obtain from later surveys, interviews, and questionnaires.

3. Divide learners into planning committees. Have each group develop a tentative survey sheet to aid the investigation. Then have groups present their plans to the class and explain the organization and the selection of questions. Have the class select one of the surveys for everyone to use or develop a new one that is a composite of all the sheets submitted. An outline of one possible survey form follows:

SURVEY OF GRADUATES

Name _____

Year of Graduation _____

High School Major _____

If you presently have a job:

1. What is the title?
2. What work tasks do you perform?
3. What is the work environment like?
4. What kinds of qualifications--physical, intellectual, emotional, legal--are requisites for this job?
5. What kinds of preparation did you need in order to get this job?
6. What further education or training do you need and where can this be obtained?

7. How available is this kind of job--locally, or nationally?
8. What are the advantages and disadvantages of this occupation?
9. How did you decide to enter this occupation? What alternatives were you considering?
10. How long do you predict you will stay in this field of work?

If you are presently continuing your education:

1. Where are you going to school?
2. Why did you select this institution?
3. In what program of study are you involved?
4. For what kinds of occupations will this training or education prepare you?
5. How long will it take to complete your program?
6. How much does this program cost?
7. How will you go about finding a job when this program is completed?
8. Where would you like to live and work? Why?
9. Probably, following high school graduation, you could have gone to work immediately. Why did you elect to continue your education instead of entering the job market? What factors strongly influenced your decision?

If you are presently unemployed and not continuing education or training:

1. How long have you been out of school?
2. Have you held a job or continued your education at any time since your graduation?
3. What factors or circumstances led to your present life style?
4. What are your plans for the future?
5. What are you doing toward meeting these goals?

If you have the names and present addresses of other members of your graduating class, please list below. We would very much like to interview them and extend this survey as far as possible.

4. Have learners devise a research plan after the final survey questionnaire is complete. Have some interview, by phone or in person, the individuals identified in the pre-survey discussion. Have others write letters and send questionnaires to graduates (care of parents or guardians if addresses are unknown).

5. Have learners study a variety of statistics about high school graduates and develop graphs and charts indicating national trends--percentage of unemployed, percentage entering college, percentage drafted or volunteering for military service, percentage elected or appointed to public offices. Have learners develop similar graphs and charts about the graduate sample studied. Compare with the national picture.

6. Have learners compile survey data in various ways to form resource tools. Have a group of learners compile a set of occupation cards that contain, in addition to information about each job, the names and addresses of graduates who hold such positions and who may be contacted for further information about each job. Have another group compile data sheets on institutions, organizations and businesses that are providing high school graduates with additional education and training. Encourage learners to devise other ways in which to use their survey data.

   (Adapted from Career Education Resource Guide, pp. 205-207, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE B: (Typing) E

("The Lady and the Tiger," by Jack Moffitt)

1. Have learners read and type a copy the short story, "The Lady and the Tiger."

2. Have learners compose and type a paragraph on how the story should conclude.

3. Divide learners into two groups, according to their opinions about how this open-ended story should conclude. Have learners discuss which ending is most consistent with their impression of the character, and which decision they would have made in her place.

LEARNING EXPERIENCE C: (Industrial Arts, Home Economics) p

(tools, equipment to make a specific object)

1. Have learners proceed through a unit designed to teach them to make a specific object, incorporating a planned set of skills.

2. Suggest that the learners imagine they are in a work setting in which they are expected to make the same or a similar object, but because of severe budget constraints they will have to do without two of the key components. Decide in advance what those components will be, adapting this exercise to what is being taught in the particular unit.

3. Divide learners into groups of 2-4 to p[illegible]cheir strategy of how to modify the design or process of makin[illegible]e object in order to get around the constraints of the missi[illegible]arts. Have learners either make the object according to their [illegible]an, or submit a design and written plan of how their modificatic[illegible] might be made up.

4. Have each group report to the class on how it made its decision to proceed without what was needed.

LEARNING EXPERIENCE D: (Home Economics) P

(catalogues from Sears, Penneys, and other mail order stores, paper, pens)

1. Have learners plan a wardrobe for an imaginary working person. Provide a description of the type of work the person does, and the kind of recreational activities the person enjoys, an imaginary budget to work with, and catalogues from stores to gain an idea of the prices of clothes, fabrics, and patterns.

2. Have learners list all the items they would like to purchase for the person. Have learners research approximate prices of those items, and make adjustments according to the constraints of the budget. Have learners discuss each decision that has to be made at this stage of the assignment. Have learners make note of the differences between their own preferences and the consensus of the group.

LEARNING EXPERIENCE E: (Home Economics) E

(Life Career Game, Western Publishing Co.)

1. Have learners simulate adult decision-making in the areas of family, education, occupation, and leisure, through use of the Life Career Game.

2. Discuss decision-making as it relates to a successful and satisfying life.

Evaluation

Teacher observation. Each learner will demonstrate an understanding of the fact that people have to make decisions, and that decision-making is important to successful and satisfying living.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 3: Develop understanding of decision-making process.

Learner Objective 2: Each learner will be able to name factors that influence a career choice.

Learning Experiences

LEARNING EXPERIENCE A: (Health) E

(books about choosing a career, for example: a) Career Planning by L. Smith, 1959, Harper and Brothers; b) Careerism: How to Select a Successful Career, Information Services, Inc.; c) Career Summaries, Careers, Inc.; d) Discovering Your Real Interests by B. Paulson, Science Research Associates)

1. Have learners participate in role play situations between parents and children in which the parent is urging the learner to go into a certain career because of economics or prestige or family tradition, and the learner resists because of strong interest in another direction. To facilitate student ease and participation, teacher may take the role of the parent and the class as a whole may take the role of the learner being urged into a certain area.

2. Have learners read reference materials on choosing a career such as those listed above. Have learners discuss ways of using the advice or information given in the reference materials in their own career plans. Have learners consider the limits of usefulness of advice from others in making career choices.

LEARNING EXPERIENCE B: (Industrial Arts, Home Economics) E

(newspapers, books about choosing a career such as those listed in Learning Experience A above)

1. Have learners name two strong interest areas and list ten occupations that would fit one of those areas. Caution learners against being influenced by someone else's choice.

2. Have learners read materials about career planning, and apply the information gained to their own interests and career choices.

3. Have learners look through the want ads of newspapers and clip out five descriptions of jobs in which they would be interested. Have each learner orally name and give reasons to the class for interest in one of the job descriptions chosen.

(Adapted from Guidance Curriculum Guide: Career Development, Intermediate Level, Publication No. TAC 71-3815, Hawaii State Department of Education, Office of Instructional Services, Honolulu)

LEARNING EXPERIENCE C: (English) E

(materials for duplicating poem "Small Space" by L. E. Sissman in Scattered Returns, Atlantic-Little, Brown Co.)

1. Duplicate and distribute copies of the poem "Small Space." Have learners read stanza 1 of "Small Space:"

Men past forty
Get up nights
And look out at
City lights
Wondering where they
Made the wrong
Turn, and why life
Is so long.

2. Have learners discuss what they think is the meaning of the poem, citing the consequences of bad career decision-making. Have learners answer questions designed to emphasize the evocation in the poem of a solitary feeling of regret; that the man in the poem is utterly alone, and that the process which brought him to this point is likewise utterly solitary.

LEARNING EXPERIENCE D: (Social Studies) E

1. Have learners study historical rulers who allowed others to make decisions for them. For example, the last Czar Nicholas of Russia allowed Rasputin to make decisions for him and consequently lost control of his country. Learners may think of other examples from among Hawaiian monarchs; Japanese, English, or Thai constitutional monarchs; or American presidents who were expected to make decisions but who relegated their powers to advisers.

2. Have learners discuss reasons why historical figures or people today tend to avoid decision-making. Have learners relate this avoidance of responsibility to their own career futures.

3. If possible have learners view "Making a Choice" from the Careers in the 70's film series available from Doubleday Multimedia.

Evaluation

Teacher-made test, short answer. Each learner will list two careers in which he/she is interested, select one and give reasons for the choice.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 4: Acquire skills of decision-making, risk taking, value clarification, and decision-making.

Learner Objective 1: Each learner will be able to demonstrate knowledge of basic activities involved in educational and career planning.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) E

(films dealing with educational and career planning, for example: "Choosing a Career," Essential Education, and "Exploring the World of Work," Society for Visual Education)

1. Have the learners view filmstrips dealing with educational and career planning.

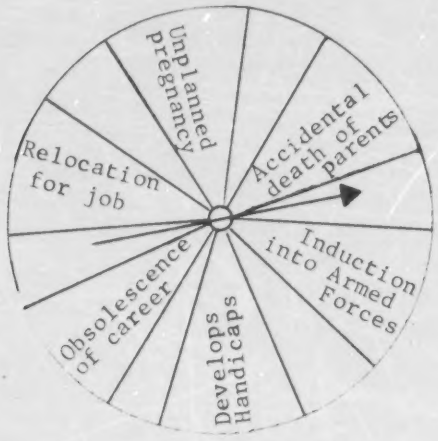
2. Have the learners look over employment opportunity bulletins posted at public libraries, and list those for which he/she may qualify after high school.

3. Discuss basic activities involved in educational and career planning.

(Adapted from Guidance Curriculum Guide: Career Development, Intermediate Level, Publication No. TAC 71-3815, Hawaii State Department of Education, Office of Instructional Services, Honolulu)

LEARNING EXPERIENCE B: (English) E

(materials for creating a wheel of fortune. Sample:)



1. Divide learners into groups. Have each group develop a profile of an imaginary typical junior high student. Profiles should include:

   a. background information about student's home environment, values, attitudes, interests, problem areas.
   b. physical description of the student, description of student's interests at home and school, activities, personality, skills, abilities, goals (present and future) and problems.

2. Have groups trade profiles. Have each group study the profile of the "new" individual, and then plan the senior year in high school.

   a. What courses might he/she take?
   b. What activities will he/she engage in?
   c. What kind of part-time job might he/she hold?
   d. How might he/she balance his/her time among study, hobbies, and school?
   e. What conflicts with parents or other authority figures might he/she encounter?

3. Have groups trade profiles and school plans again. Have each group develop a plan for their "new" individual's life for the year after graduating from high school.

   a. Will he/she go on to college, trade school, military service, a job?
   b. Will he/she marry, remain single, live with someone, join a commune?
   c. How will these choices affect his/her life style?
   d. Students might draw up a schedule showing their imaginary character's activities during a week.

4. Have the learners discuss the profiles, after all have been completed. Have each group explain what was in mind for their original student's future when they developed the profile. Have learners compare and contrast the initial ideas and the results.

5. Have learners create a wheel of fortune on which events that might change a person's life style and career are recorded. For example: Person develops a chronic illness or irreversible handicap that disqualifies him/her for the chosen career; person's chosen career becomes obsolete; both parents are killed in an accident during the person's senior year; an unplanned pregnancy occurs; high school graduate is offered a job on the mainland. Have learners list other factors having to do with age, health, additional training, past job experience, climate.

6. Have learners exchange the profiles. Have each group spin the wheel of fortune and analyze how the event would affect their character's life style, attitudes, personality, and goals. Have learners develop two or three alternative plans for their imaginary character to consider. Have each group explain the plans to the class, telling how each plan would enable the individual to go on leading a productive and rewarding life. Have learners decide which alternative is most realistic.

7. Have learners discuss ways in which the imaginary individuals could have changed their earlier plans in order to prepare for unpredictable events in the future.

(Adapted from Career Education Resource Guide, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE C: (Home Economics) E

1. Have learners read Kim Fashions a Career, by Dorothy Shaftner, G. P. Putnam's Sons, or a similar book.

2. Have learners discuss how much of Kim's career was amenable to planning, and how much of the development of her career was the result of chance factors over which she had no control.

3. Have learners consider a sample career plan for themselves and list factors which might get in the way of their carrying out their plans.

LEARNING EXPERIENCE D: (Home Economics, Industrial Arts, Typing) P

1. Have learners create their own career plan contracts. In the contracts, have learners:

   a. specify tentative goals,
   b. determine where they are now,
   c. identify what they have to change in order to get where they want to go, and
   d. develop an action plan with a teacher, friend, or counselor in order to bring about the change.

2. Have learners save their contracts for comparison in later years to see if they have fulfilled them, or abrogated them.

   (Adapted from "A Model for Career Development Through Curriculum." Personnel and Guidance Journal. L. Sunny Hansen, Vol. 51, No. 4, December 1972)

LEARNING EXPERIENCE E: (Industrial Arts, Home Economics, Typing, Music, Physical Education) E

1. Divide learners into groups according to possible career for which the course is preparing them. For example, in a shorthand class, learners might divide into groups of legal secretaries, court stenographers, teachers of business subjects, or bilingual secretaries.

2. Have each specialty group invite an adult from the community who practices this specialty. Visitors will be asked how they planned their careers to arrive at where they are. Visitors will be asked for advice for ways of planning to enter that occupation in a future year.

3. Have each group report on its findings to the class as a whole.

LEARNING EXPERIENCE F: (Industrial Arts, Home Economics) E

(paper, duplicating facilities)

1. Duplicate and distribute the following list to the class:

   WHERE TO GET INFORMATION ON EMPLOYMENT

   a. Hawaii State Employment Offices.
   b. State, City and County or Federal Civil Service Offices.
   c. Personnel Department of Government Agencies and Private Business Firms.

d. College Job Placement Personnel, Counselors, Teachers, or Advisers.
e. Newspaper Help Wanted Ads.
f. Relatives, friends, government employees, working people.
g. Labor Unions, Chambers of Commerce.
h. Private Employment Agencies (fees are charged for placement services).
i. By asking, asking, and asking.

2. Have learners discuss the list of sources and see if they can add to it.

3. Have learners investigate some of the sources, obtain information about possible employment in an area of interest, and report back to class.

(Adapted from McKinley High School Career Opportunity Handbook, Margaret Miller, Coordinator, p. 20, Honolulu)

Evaluation

Teacher-made test. Each learner will list basic activities involved in educational and career planning.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 4: Acquire skills of decision-making, risk-taking, value clarification, and goal-setting.

Learner Objective 2: Each learner will be able to tell the value and consequences of several career choices open to him/her.

Learning Experiences

LEARNING EXPERIENCE A: (Industrial Arts, Home Economics, Music, Science, Art) E

(career research materials, bulletin boards, art supplies)

1. Have learners divide into groups of three. Have each group select an occupation or cluster of occupations in the subject area which may be of interest to the rest of the school. Have groups research these occupations carefully.

2. Have each group prepare a "Job of the Month" bulletin board based on its research.

3. Have each group lead a discussion of the whole class about the job featured that month. Have groups talk about the job they have researched, and answer questions from the rest of the class.

(Adapted from Career Education Resource Guide, p. 168, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE B: (Social Studies) E

(resource books, films and filmstrips)

1. Have learners review the various regions of the mainland U.S., and the principal industries. Have learners make two lists, identifying occupations found in most regions, and occupations found only in particular regions.

2. Divide learners into committees to explore occupations found in an assigned region of the country, using reference books, films, filmstrips, resource persons from the community who have traveled extensively or moved from place to place in their jobs, or letters to Chambers of Commerce and state capitals.

3. Have learners discuss ways in which this project has helped them find information useful in making a career choice.

(Adapted from Career Education Resource Guide, p. 168, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE C: (Health) E

(paper, pens, chalkboard, duplicating facilities)

1. Have learners develop a list of human values that might influence the selection of a career. For instance, an individual who places great value on physical activity would not be interested in seeking a 9 to 5 desk job. A person who cannot cope with pressure would possibly be mentally and emotionally upset by careers that involve deadlines. The following are other values that might appear on the list: friendship and love; honesty; the ability to develop a variety of skills and put them to use; the opportunity to extend knowledge; admiration and respect; a liking for risk; a need to feel safe and secure; a desire for wealth; power to make decisions and to influence others. Have learners write the list of values on the board, and make copies for themselves.

2. Have learners select two values that they feel are important to them, and find careers that would permit them to exercise these values. Have each learner write a report stating why these values are important, as well as why the careers listed satisfy personal demands. Have other learners defend their value choices before the class. Have the class act as inquisitors, pinning down the learners who have volunteered, and insisting that they back up their arguments.

3. Have the learners research the lives of public figures to gather ideas and information for a discussion of the ways in which an individual's values may guide a career choice or come into conflict with it. Use popular films, news stories, magazine articles, and autobiographies as source materials for the project. Have learners present their findings in a debate, lecture, or mock television show. Examples are Albert Schweitzer, Wallace Stevens, Gauguin, Bobby Baker, Marilyn Monroe, and Michael Crichton.

4. Have learners invent occupational situations that illustrate conflicts in values. For example, a traveling salesperson loves his/her family but must travel extensively and be away much of the time. A student nurse loves to help the sick, but dislikes taking orders from anyone. A politician's son needs more of his parent's love and attention, but rarely gets it because of his parent's busy schedule. A top executive sympathizes with humanity but must often fire people to please the stockholders or board of directors. A politician believes in a straightforward, honest approach to life but must often cooperate with lobbyist groups.

5. Have learners set up role play situations in which these conflicts are demonstrated. Have learners present skits in which solutions to the conflicts or alternative actions are portrayed. Have learners develop trial situations out of their own lives, presenting conflicts that they have experienced which they feel might one day influence their career choices.

(Adapted from Career Education Resource Guide, pp. 195-196, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE D: (Science) E

(reference books on science careers, for example: Career Opportunities for Technicians and Specialists, W. M. Arnold (ed), 1972, J. G. Ferguson Publishing Co.)

1. Have learners peruse the reference books. Have each learner find at least three careers of interest.

2. Have learners discuss the careers they have found and imagine what kind of lives would accompany those occupations.

3. Have learners indicate in writing, for each of the careers they selected, areas of conflict and agreement with the values they hold, and learners' opinions about whether they would be satisfied with the consequences of planning for that career.

LEARNING EXPERIENCE E: (Art, Social Studies) E

(paper, pens, bulletin board, art supplies; Teen Times, Washington, D. C.: U. S. Office of Education, September, 1961; "Let's Explore Your Career," by E. Hackett, Cooperative Extension Service, University of Maine)

1. Have learners prepare a list of values they held at different ages and stages of life. Have learners compare the list with those they now hold. Have learners identify those shared by their family.

2. If possible, have learners read Teen Times and "Let's Explore Your Career." Have learners elect a panel to discuss "How values are formed." They should ask what contributes to differences in values held by individuals and their families.

3. Have learners arrange to take aptitude tests and interest inventory tests, if these have not already been taken, and evaluate the results with the counselor.

4. Have learners summarize their background experience and future plans.

5. Have learners evaluate present and future school subjects for usefulness with respect to personal development and employability.

6. Have learners prepare a bulletin board display of hobbies or leisure time activities which could be the basis for future vocations.

(Adapted from Official Occupational Skills Program Handbook - Vocational-Technical Education, A Handbook for the Occupational Skills Program for Special Education Students, p. 25, 1971, Hawaii State Department of Education, Office of Instructional Services, Honolulu)

Evaluation

Teacher-made test, short answer. Each learner will complete test with criterion level set by the teacher. Instructions:

1. Write a short statement of what you value most in thinking about careers.

2. Write the names of three careers which interest you.

3. For each career you have named, state the consequences of this career in relation to the values you have listed. Conclude your statement with an evaluation of how well the career would harmonize with your values.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 5: Develop understanding of the relationship between work and life style.

Learner Objective 1: Each learner will be able to show that he/she understands that an individual's occupation can influence one's life style and that a preferred life style may influence one's occuaptional choice.

Learning Experiences

LEARNING EXPERIENCE A: (Mathematics) E

(paper, pens, chalkboard)

1. Have learners mentally project themselves 10 or 15 years into the future and write brief descriptions of what they think their life style might be. Put a list of guide words on the board for consideration. For example: married or single; own or rent home, apartment, or trailer; children; furniture; car; clothes; vacation; recreation and entertainment; insurance; savings.

2. Have each learner select four careers to research in terms of income, location of work, future employment opportunities, and other conditions that might influence one's personal life--education, chances of promotion, or status. Two of the occupations should be careers the learner is considering seriously, one should be a related career and one should be a career the learner has never thought of before.

3. Have learners develop budgets based on their desired life style and on each of the careers they investigated. In addition to life style consideration, have learners include estimates of income and property taxes, utilities, repairs, office and equipment costs if in business for themselves, emergency funds, birthday and holiday gifts, education costs, job level and income after 10 years of experience.

4. Have learners divide into small groups to compare their ideas of life styles, job markets, budgets, and career problems. Have each group work with individual members who come out with too much at the end of the month. They might be guided in solutions such as adjusting the budget or moonlighting.

(Adapted from Career Education Resource Guide, pp. 218-219, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE B: (Social Studies) E

(paper, pens, envelopes, stamps)

1. Have learners secure the names and addresses of 40 or so newspapers located in different parts of mainland U. S.--urban and rural. Have learners write to the editors, requesting the issues for any 2 specific dates--for example, March 1 and April 1.

2. Have learners compare information in the newspapers and watch for aspects of the various locales which might influence career choices. In the employment pages, have learners find what kinds of employment are available in different parts of the country. They will be able to compare wages; cost of living; cost of housing; cost of entertainment; levels of cultural life; level of community life; religious, ethnic and racial attitudes; points of view about local, national, and international issues; and other matters relevant to occupational decisions.

3. Have learners discuss, in groups, conversations about some of the more subtle aspects of life style, such as the impact of climate on individuals of different temperament, or the quality and variety of available recreation.

4. Have learners report on one or more career considerations by comparing 20 or so locales as seen in the newspapers they have studied. For example, one learner may feel that cultural opportunities are very important. He/she may find these much more available in urban centers than in rural areas.

(Adapted from Career Education Resource Guide, p. 181, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE C: (Typing) E

(film on clerical careers)

1. Have learners think of one career which involves use of the skill of typing. Have learners investigate the wide range of life styles which accompany this career.

2. Have learners view a film on clerical occupations, for example, "Clerical" from the film series Careers in the 70's, Doubleday Multimedia.

3. Have learners invite secretaries to the class to talk with them about their work. Questions should focus on the life style which accompanies the job. For example, a secretary may work in the downtown area of Honolulu in a formal office setting, or in the informal setting of the university, or in the tourist areas. The secretary's job may include a great deal of pressure or be more relaxed. The job may require meeting many strange people, or working in an office with only a few co-workers.

4. Have learners determine whether they see in the range of possibilities a life style which is compatible with their preferences and tastes.

LEARNING EXPERIENCE D: (Home Economics, Typing, Industrial Arts, Art, Music) E

1. Have learners engage in self-evaluation, determining if the skills they are developing will prepare them for the kind of life they want to lead. Have learners discuss type of life styles possible if employed in occupations of their choice.

2. Invite workers from the community to present a series of careers which make use of skills being learned. Have learners discuss what kind of life accompanies the pursuit of that occupation. Have learners express their reaction to what they find.

3. Have learners explore one career which goes with a way of life that appeals to them.

Evaluation

Oral quiz. Learners will name one career and describe the style of life which is likely to accompany that career.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 5: Develop understanding of the relationship between work and life style.

Learner Objective 2: Each learner will be able to identify different personal characteristics which affect performance in a job or a hobby.

Learning Experiences

LEARNING EXPERIENCE A: (Art) E

(construction paper in a variety of colors, paints, glue, scissors, old magazines, product labels)

1. Have learners discuss the tradition of heraldry, or coat of arms. Point out that symbols in these devices function as representations of human qualities, such as boldness, strength, generosity, or steadfastness. Discuss some of the typical symbols and the manner in which they are meant to represent the traits of a family. Explore the motives one might have for choosing such personal symbols and publicly proclaiming them--for example, to inspire oneself or to promote fortunes or to intimidate rivals.

2. Have learners discuss more modern use of symbols by institutions. Have learners bring to class examples of product lables and advertisements that attempt to convey certain attributes through self-proclaiming symbols.

3. Have each member of the class choose some symbols that pointedly illustrate his/her own personal qualities or ideals and make a personal coat of arms.

4. Have learners present their creations to the class, and explain what their thought processes were as they chose and combined and produced the symbols. Have learners relate the symbols to their career ambitions.

(Adapted from Career Education Resource Guide, pp. 184-185, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE B: (Typing) E

1. Have learners compose on the blackboard in a group session, a sample job description for an occupation suggested by a member of the class. Have each learner type a copy of the job description.

2. Have learners type job descriptions for one of the following characters (or others suggested by learners or teacher): Don Quixote, John Henry, Johnny Appleseed, Lady Godiva, Lucy (from "Peanuts"), Li'l Abner, Mary Worth.

(Adapted from Guidance Curriculum Guide: Career Development, Intermediate Level, Publication No. TAC 71-3815, p. 75, Hawaii State Department of Education, Office of Instructional Services, Honolulu)

LEARNING EXPERIENCE C: (Science, Industrial Arts, Home Economics, Mathematics) E

(copies of current state employment opportunities list, and resource materials on career planning, for example: a) "Problems in Vocational Planning," California State Department of Education, Bureau of Occupational Information and Guidance, Sacramento; b) "Discovering Your Real Interests," Science Research Associates; c) Occupations and Careers by N. Feingold and S. Swerdloff, McGraw-Hill Co.)

1. Have learners read the state employment opportunities list. Each learner will write a description of the qualifications for a job that interests him/her in the subject area of the class.

2. Have learners interview an adult friend, and ask him/her the qualifications of his/her present job.

3. If possible have learners read and answer at least three exercises in the pamphlet "Problems in Vocational Planning," or have learners view the filmstrip "Discovering Your Real Interests," or have learners read pp. 31-36 and pp. 327-349 of the book Occupations and Careers.

(Adapted from Guidance Curriculum Guide: Career Development, Intermediate Level, Publication No. TAC 71-3815, p. 75, Hawaii State Department of Education, Office of Instructional Services, Honolulu)

LEARNING EXPERIENCE D: (Home Economics, Industrial Arts, Typing, Music, Mathematics) E

(reference books on occupational qualifications)

1. Have learners discuss the kinds of personal qualities and capabilities that some familiar occupations require. These familiar occupations should be drawn from those for which the course is preparing its participants.

2. Have learners participate in role-playing situations between an employment counselor and job seeker. Volunteers will conceive of an imaginary person with a set of personality traits and native abilities or skills and act out this person in an interview with another volunteer who plays the part of the employment counselor at, for instance, the State Employment Service. The counselor should make a sincere attempt to advise the applicant not only on his/her career potential but also on job opportunities locally and currently available.

3. Have the class as a whole observe the interview and make comments in a general discussion.

4. Interrupt at some point and ask the actors to switch roles and to continue the conversation as if it had not been interrupted. Then, have another member of the class assume one of the roles and continue.

5. Conclude with a group discussion about career qualifications.

(Adapted from Career Education Resource Guide, pp. 217-218, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE E: (Social Studies) E

(paper, duplicating facilities)

1. Duplicate and distribute the Area Interest Inventory.

Area Interest Inventory

	Rating	
GROUP A:	_____	Repair a car engine
		Fix broken clock
		Refinish an old chair
GROUP B:	_____	Work on a math riddle
		Make and keep a personal budget
		Keep track of time spent on daily activities
GROUP C:	_____	Draw a floor plan to scale of your home or other building
		Do a chemistry experiment
		Dissect a frog
GROUP D:	_____	Sell carnival script
		Make a speech in class or to a club on a subject you are very familiar with
		Help raise money for a worthy charity

	Rating	
GROUP E:	_____	Write letters to pen pals Take class notes for a sick friend Help the librarian put books back on the shelf
GROUP F:	_____	Play a musical instrument Paint a picture Build a model airplane or car
GROUP G:	_____	Drive a delivery truck Mow lawns Raise orchids
GROUP H:	_____	Visit a sick friend in the hospital Help a friend who is having trouble with homework Have a serious discussion about a subject you are interested in

2. Have learners consider in a group activity the interpretation of results using the Key.

Key to Interpretation:

GROUP A: Indicates that you probably have an interest in mechanical things or that you like to work with your hands and use tools and machinery. Examples: Auto mechanic, handyman in a fixit shop

GROUP B: Indicates an interest in numerical work--a liking for figures and mathematical calculations. Examples: bookkeeper, bank teller, timekeeper

GROUP C: Represents a few jobs which could be classified as technical and usually reflects an interest in work of a scientific or engineering nature. Examples: Surgeon, analytical chemist

GROUP D: Shows a preference for working with people--the selling or promotional occupations. Examples: automobile salesperson, salesclerk, household appliance demonstrator

GROUP E: Indicates a clerical interest--indicating an interest in office work and business procedures. Examples: stenographer, file clerk, comptometer operator

GROUP F: Indicates artistic interests--a liking for creative activities. Dramatic and literary jobs could also be listed in this group. Examples: musician, commercial artist, wood carver

GROUP G: Implies an interest in working out of doors on your own. Examples: forest ranger, truck driver, landscape nursery worker

GROUP H: Shows a preference for work with words and ideas as well as with people. Examples: Lawyer, Minister, Teacher

3. Have learners invite representatives from vocations of interest to class and interview them about their personal interests and how they relate to their work.

(Adapted from McKinley High School Career Opportunity Handbook, Margaret Miller, Coordinator, pp. 12-14, Honolulu)

Evaluation

Teacher-made test, short answer. Each learner will answer 4 out of 5 questions correctly. List 5 occupations and have learners state at least five individual characteristics which are suited to that occupation.

(Adapted from Guidance Curriculum Guide: Career Development, Intermediate Level, Publication No. TAC 71-3815, pp. 142-143, Hawaii State Department of Education, Office of Instructional Services, Honolulu)

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 5: Develop understanding of the relationship between work and life style.

Learner Objective 3: Each learner will be able to describe the way in which volunteer services affect life style.

Learning Experiences

LEARNING EXPERIENCE A: (Home Economics) E

(children's section of library)

1. Have learners cooperate with a local municipal librarian to set up a reading hour for younger children of pre-school age.

2. Have each learner take one of the reading hours, and prepare some reading material from the children's shelves of that library. Have learners' presentations include at least one book, with illustrations, animated reading, audio-visual aids if available, and discussion with the children.

3. Have learners discuss the reading hours and evaluate the benefit of the program to the children and to themselves. Have learners pay particular attention to the relationships they established with the children.

LEARNING EXPERIENCE B: (Industrial Arts) E

1 Have learners volunteer to help some community organization which is in need of some repair services for its building. Examples might be a day care center for children, a senior citizens center, a church or a youth organization.

2. If possible have learners assess, with the officers of the organization, the needs for repairs which exist, and the most reasonable means of making the repairs. Have learners help whenever possible in making repairs.

3. Have learners hold a discussion about the activity. Have learners pay particular attention to the relationships established with the members of the organization.

LEARNING EXPERIENCE C: (Home Economics) P

(kitchen facilities, groceries, equipment for delivery)

1. Have learners volunteer to prepare a meal or part of a meal for the congregate meal program served to senior citizens under the auspices of Lanakila Crafts Inc.

2. Have learners obtain the groceries they need, plan meal according to information on good nutrition, prepare the meal, and deliver it with the help of school transportation facilities.

3. Have learners discuss the experience including how cooperation enabled them to complete the task, and what, if any, relationships they were able to establish with the beneficiaries of their efforts during the serving of the meal.

LEARNING EXPERIENCE D: (Science) E

(telephone directory)

1. Have learners look up community organizations that are applying ecological principles to the preservation of the environment. Have learners invite representatives of these organizations to their class to discuss their use of science to this cause.

2. Have learners choose one of these organizations and volunteer their services to help. Examples might be a recycling drive, an organized gardening project, or an air pollution community education effort, depending on what organizations exist in the community.

3. Have learners discuss the experience. Have learners pay particular attention to the interpersonal relations of the workers, either relationships in which they entered, or relationships which they observed. Have learners consider how this may enhance or slow the effort.

LEARNING EXPERIENCE E: (Home Economics, Health) E

1. Have learners consider groups in the community which serve young children who are in need, because of a physical handicap, because of poverty, or because of severe learning deficiencies. Have learners find out ways in which volunteer service is needed.

2. Have learners make a time commitment to an organization which is need of volunteer help of young children. Have learners plan their activities, with the help of organization staff.

3. At regular intervals during the period of service, have learners hold discussions of the service and the work they are doing. Have learners evaluate their relationships with the staff of the organization, and with the children they are helping. Have learners compare experiences, and think of ways to make their service more effective.

LEARNING EXPERIENCE F: (Social Studies) E

(telephone directory, access to telephone, letter writing materials)

1. Have learners invite representatives of political, community, and church organizations to talk to the class about their groups and the activities in which they are engaged. Guests will answer questions from the class.

2. After several of these guest lecture sessions, have each learner choose one group to which he/she would like to belong: a political party, a civic organization such as Boy Scouts, a church school group, a musical organization, or a social club.

3. Have each learner report to the class, after an interval of a month, about what kind of group he/she has investigated. Have each learner describe the interpersonal relations observed in the group, and evaluate these according to the effectiveness of the group in accomplishing its aims.

Evaluation

Oral quiz. Each learner will describe the way in which volunteer services affect life style.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 6: Develop appreciation for individual differences in interests, values, aptitudes, skills, abilities, and attitudes.

Learner Objective 1: Each learner will know of existing and changing values of various ethnic, and religious groups.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) E

(reference books on Hawaiian history, Reader's Guide to Periodical Literature)

1. Have learners read reference materials on the national and ethnic groups which populated Hawaii: Caucasian, Chinese, Japanese, Portuguese, Filipino, Korean, Hawaiian.

2. Have learners discuss ways in which the values of these groups changed as people adjusted to living in Hawaii, and as Hawaii grew closer to the U. S.

3. Have learners use the Reader's Guide to Periodical Literature to find magazine articles on the subject of race discrimination in trade unions.

4. Have learners assess whether this illegal practice is disappearing in the present. Have learners formulate their own opinions on the subject. Have learners consider how they would react to an example of the practice in their own future careers.

LEARNING EXPERIENCE B: (English) E

(poems dealing with race relations)

1. Have learners read poems dealing with the subject of black/white relations. Examples: William Blake, "The Little Black Boy;" selections from the anthology American Negro Poetry or New Negro Poets: USA, Langston Hughes, ed.

2. Have learners discuss the different aspects of black/white relations suggested in these poems.

3. Have learners identify their own ethnic backgrounds and discuss ways that they relate to others because of this identification.

4. Have learners role play real life situations of their own design, in which they switch ethnic identifications.

5. Have learners describe how it felt to them to assume another ethnic identity.

LEARNING EXPERIENCE C: (Home Economics, Industrial Arts) E

1. Have learners role play work situations in which two or more ethnic groups conflict. Design the scripts for role play so occupations are related to the course study. For example: The manager of a grocery store is a Caucasian with a prejudice against others. All the employees are of other ethnic backgrounds except one: another Caucasian who is guilty of stealing money. How do the other employees, the manager, and the guilty employee handle the situation?

2. After the role play, learners discuss their reactions to the situation.

3. In discussion, have learners identify ways in which tolerance and respect for ethnic and racial differences contribute to success in the world of work.

LEARNING EXPERIENCE D: (Typing) E

1. Have learners investigate ethnic and religious minority groups to discover the values of these groups. Have learners suggest which groups interest them. Have learners decide themselves how they would like to carry out the investigation and form groups to do so.

2. Have groups type reports on different religious and ethnic minorities, using library references, and interviews with people in the community.

3. In the case of each group under investigation, have learners ask what kinds of changes of value have taken place in recent years, in the face of technological change, increased contact and communication among different groups, and increased attention focused upon equality of opportunity.

4. As a group, have learners discuss what they have learned about living in a multi-ethnic society. Have learners consider the conclusion that tolerance and mutual respect are a necessity of life in such a society.

Evaluation

Teacher-made test, short answer. Each learner will describe three existing and three changing values of various ethnic and religious groups.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 6: Develop appreciation for individual differences in interests, values, aptitudes, skills, abilities, and attitudes.

Learner Objective 2: Each learner will be able to understand and appreciate unique values and standards of cultural groups.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) P

1. Have learners stage a debate on a contemporary political issue, such as an election, a policy questions, or an ordering of budgetary priorities.

2. Have learners discuss whether they gained more sympathy with the opposing view from the activity. Have learners understand the need to discuss their point of view to continue to be well-informed citizens. Have learners question the method of debate as a way of resolving differences and developing respect for opposition.

3. Have learners discuss the old saying that "Compromise is the art of the possible." Have learners adapt this principle to their future in a career setting, where they are likely to encounter people of all ethnic, religious, and political affiliations. Have learners discuss the tension between retaining one's own uniqueness and integrity, and fitting in harmoniously with others.

LEARNING EXPERIENCE B: (Industrial Arts, Home Economics, Music, Typing) P

(chalkboard)

1. Have learners have a discussion of their reasons for choosing the jobs they are preparing for. Have learners list reasons on the board and compare themselves to the class.

2. Have learners conclude that they are likely to spend their working lives with people who share the same occupational preferences, but in response to a completely different set of standards.

3. Have learners discuss the benefits of working in a society in which people of differing values and standards come into close daily contact.

LEARNING EXPERIENCE C: (English) P

(copies of Robert Frost's poem "Mending Wall," paper, pens)

1. Have learners read Robert Frost's poem, "Mending Wall." Have learners discuss the meaning of the poem, especially in relation to harmony between two different people.

2. Have learners think of examples from their own lives where they have worked out a similar relationship with someone who differed from them.

3. Have learners write character sketches on the theme "Someone Who is Completely Different from Me." Have volunteers share their sketches with the class.

4. Have learners consider values of keeping a relationship with someone in a work context, where their differences mean that they are unlikely to develop a close friendship, but where their work means that they must spend time together and cooperate.

5. Have learners discuss the best way to react to a situation in which they are surrounded by people of differing values.

LEARNING EXPERIENCE D: (Foreign Language, English) P

1. Have learners role play a clash of two people who do not understand each other's language, focusing upon an unintentional misunderstanding. For instance, a clash between a person who speaks Pidgin and a person who recently arrived from the mainland who does not understand Pidgin. Focus on the resentment the local person may feel and the intolerance a mainlander might show.

2. Have learners discuss ways to avoid misunderstandings which arise from differences in values, standards, background, and language expressions.

Evaluation

Oral quiz. Each learner will understand and appreciate unique values and standards of cultural groups.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 6: Develop appreciation for individual differences in interests, values, aptitudes, skills, abilities, and attitudes.

Learner Objective 3: Each learner will be able to identify five ways in which people differ.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) E

(facilities to duplicate inventory sheets)

1. Have learners develop a series of inventory sheets for the class to complete, anonymously if desired. An interest inventory might contain items such as:

   I like to be outdoors
   work indoors
   draw pictures
   talk with people
   be alone
   work with machines
   work where I can move around
   work with my hands
   try new things
   make up songs
   collect things.

   Another inventory might request that learners rank considerations such as: honesty, money, working conditions, prestige, interest in working, satisfaction, happiness in order of their importance in choosing a career. Other inventory topics include abilities, skills, personal values, and life goals.

2. Tally responses and discuss with class the responses to the inventory. Lead discussion on what the world would be like if most people liked to do the same things and how this would affect the occupational situations.

   (Adapted from Career Education Resource Guide, p. 166, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE B: (English) E

(Winesburg, Ohio, by Sherwood Anderson)

1. Have learners read Winesburg, Ohio.

2. Have each learner select one of the characters (other than George Willard) and describe how this character differs from what is usually called "normal."

3. Divide learners into groups according to the character selected. Those who chose the same character give a group presentation to the rest of the class on ways in which their choice is unique. Have learners discuss each presentation. Draw out of the discussion several ideas of ways in which people in general differ.

LEARNING EXPERIENCE C: (Typing) E

(Anthropology reference materials)

1. Have learners divide into groups of four or five. Have each group select a different culture for study.

2. Have each group type a report to present to the class giving results of their study, emphasizing the ways in which the culture under investigation differs from contemporary American society. Each member of the group should be responsible for typing one section of the report.

3. Have learners discuss ways in which differences were found in each of the reports and identify ways in which groups of people mark themselves as unique.

LEARNING EXPERIENCE D: (Art) E

(paper, pens, construction paper, paint, magazines, scissors, glue)

1. Have learners discuss the following five classifications of things people want to do:

   a. to create, build, make new things, or improve old ones;
   b. to make things, to operate machines, or mechanical units;
   c. to organize, arrange, or classify;
   d. to express beauty by means of sound, color, movement;
   e. to make the world or community better.

2. Have learners list their aims as they appear now. Have each learner study the list to determine which are worthy and possible to attain. Have learners compare them with each other to determine where they differ from others.

3. Have learners define a hobby, listing some which serve to increase useful knowledge, naming some expensive and inexpensive hobbies. Have each learner make a collage illustrating the hobby.

4. Put on the board a list of interesting hobbies enjoyed by the class. Have learners discuss ways in which individual differences and uniqueness may be expressed in hobbies.

(Adapted from A Guide for Developmental Vocational Guidance, Grades K-12, p. 91, 1968, Oklahoma State Department of Education, Tulsa)

LEARNING EXPERIENCE E: (Science, Mathematics, Health, Home Economics, Industrial Arts, Music) E

(questionnaire, duplicating facilities)

1. Have learners fill out a questionnaire (designed by the teacher) to test their attitudes toward the work they are doing in the course. The test will be completely anonymous and will not affect grades in any way. The questions must be completely affective, calling for no cognitive skills, for the purpose of measuring positive or negative feelings toward skills, activities, careers, and material related to the course.

2. Tally the results of the questionnaire. Prepare graphs showing the range of attitudes which exists in the class.

3. Present the results to the class. Have learners observe and discuss the wide range of opinions and feelings which inevitably exist in groups of people.

4. Have learners identify several ways in which the group tested differed.

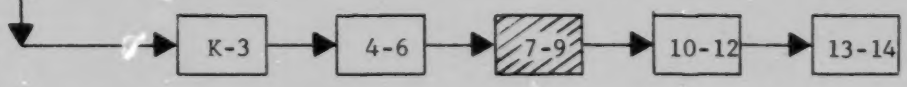
Evaluation

Teacher-made test, short answer. Each learner will name five ways in which people differ.

GRADES 7-9

ECONOMIC EFFICIENCY

Developing capabilities for being economically efficient as producer and consumer of goods and services.



GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 1: Develop understanding of variety of occupations, interrelatedness of occupations, and knowledge of occupational classifications and job descriptions.

Learner Objective 1: Each learner will be able to identify contributions of ten community workers, and classify them into the following categories: working with things, working with data, and working with people.

Learning Experiences

LEARNING EXPERIENCE A: (Art) E

(films/filmstrips on occupations, for example: "The Fascinating World of Work," "The Fascinating World of Sales," "The Fascinating World of Accounting," and "The Fascinating World of Mechanics," available from National Career Consultants, Inc., art supplies)

1. Have learners view films or filmstrips dealing with occupations focusing on working with people, things, or data.

2. Have learners discuss the filmstrips and suggest other occupations that fit into the three category division of careers. Point out that not all jobs fit exclusively into one category.

3. Have class divide into three groups and make a mural or collages depicting occupations in the three categories.

LEARNING EXPERIENCE B: (Typing) E

(Dictionary of Occupational Titles)

1. Explain to the entire group the categories of data-related work, people-related work, and thing-related work. Elaborate on the way the government employment services use this division of careers to classify occupations. Point out that not all jobs fit neatly into only one category.

2. Have learners prepare typed reports on one career from each category to be presented to the class as a whole after two days research.

LEARNING EXPERIENCE C: (Home Economics, Science, Mathematics, Health, Industrial Arts) E

(paper, pens, duplicating facilities)

1. Have learners adapt the T.V. show "What's My Line?" to the class situation.

2. Have each learner choose an occupation that will be known to all learners and write a brief description of the duties and working environment, including a description of whether the occupation deals mainly with people, things, or ideas.

3. Have learners select a master of ceremonies and a scorekeeper during the first session. Divide the rest of the class into two teams facing each other. Have teams take turns sending a representative to stump the opposing team. Have each team ask 20 questions in an attempt to guess the occupation. Have questions asked in such a way that they can be answered with a single word: "Yes," "No," "Sometimes," or "Partly." Allow the members of the team to consult among themselves before asking questions. Score one point if they succeed in guessing the "line" in 20 or fewer questions, no points if they fail.

4. Have learners discuss the best mode of questioning. Have groups begin with broad questions and gradually narrow them down. Examples: "Do you work indoors more than outdoors?" "Do you work indoors only?" "Do you work mostly in the city, rather than in the country?" "Do you do routine work more than creative work?" "Is it entirely routine work?" "Are there many people in your occupation?" "Do you earn less than $10,000 per year?" "Do you work in the medical field? industrial field?" "Are you a nurse's aide?"

5. Have the first "worker" give copies of the occupation description to the master of ceremonies at the beginning of the game. Have the master of ceremonies read quickly through the description so that he/she can make judgments about ambiguous questions and answers. Have them state whether the occupation deals mainly with people, things, or ideas, and announce at the beginning of play.

(Adapted from Career Education Resource Guide, pp. 123-124, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE D: (Social Studies) E

(newspapers for the whole class, preferably of different dates)

1. Have learners read classified advertisement section of the newspaper and select ads for ten jobs that interest them. Have learners report these jobs to the rest of the class, and state whether they think these jobs would entail working with things, working with data, or working with people.

2. Have learners read the club activities section of the newspaper. Have learners report on one community activity of interest to them, to the rest of the class, and state whether they think that club's activity is mainly concerned with people, data, or things.

LEARNING EXPERIENCE E: (Industrial Arts, Music, Home Economics, Art, Science) E

(paper, pens, reference materials of occupations related to course of study; for example: Job Family Booklets, Science Research Associates)

1. Have learners read materials related to the career for which they may be preparing in this course.

2. Explain the way in which the U. S. Employment Service classifies careers according to work with data, people, or things.

3. Have learners identify ways in which the occupations for which they are preparing in this course are related to things, data, and people. Have learners decide which of these three has the strongest emphasis.

4. Have learners list at least 12 careers for which they may be preparing by learning the skills taught in the course. Four of those on the list should be data-related careers; four, people-related careers; and four, things-related careers. Have learners note that none of these classifications must be considered exclusive.

LEARNING EXPERIENCE F: (Social Studies) A

(picture: "How Many Occupations Can You Find?" Honolulu: State of Hawaii Department of Public Instruction, No. 103, May, 1952, reference materials on occupations; for example: A Guide to Occupations in Hawaii, Christine D'Arc Sakeguchi (ed) available from the Career Information Center)

1. Distribute copies of the picture, "How Many Occupations Can You Find?"

2. Have learners find as many occupations in the picture as they can.

3. Start a chart on the chalkboard headed by three columns: data-related occupations, people-related occupations, things-related occupations.

4. Have learners read about additional occupations and classify them into the three categories.

Evaluation

Teacher-made test, matching. List 10 community occupations, and require learners to identify them as mainly people-related, data-related, or thing-related. Examples:

1. policeman
2. fireman
3. judge
4. computer programmer
5. social worker
6. postman
7. telephone repairman
8. teacher
9. taxi driver
10. insurance adjustor

GOAL: Developing capabilities for being economically efficient as a producer and consumer of goods and services.

SUBGOAL 2: Develop understanding that occupations exist for a purpose and contribute to the dignity of the individual.

Learner Objective 1: Each learner will be able to identify ten community workers who contribute to the dignity of the individual.

Learning Experiences

LEARNING EXPERIENCE A: (Science, Health) E

(reference materials on science and health occupations; for example: a) Career Kits, Houghton Mifflin Co., or b) Popeye the Sailor and Health Careers, King Features)

1. Have learners look for careers which use health or science training and which are of benefit to the community.

2. Have each learner tell the class as a whole of one community worker in a health or science-related career who has contributed to the learner's needs in a specific way.

LEARNING EXPERIENCE B: (English) E

(Diaries by Samuel Pepys, paper, pens)

1. Have learners participate in an introductory discussion of community workers who meet their needs every day. During this discussion, have learners give examples such as post office worker, bus driver, doctor, and teacher.

2. Have teacher and learners read passages from famous diaries, such as Samuel Pepys, in which this literary form served to describe the daily lives of people of the times. Have learners note mentions in the passages of different workers.

3. Have learners keep diaries for a week in which they describe all the community workers with whom they come into contact.

LEARNING EXPERIENCE C: (Social Studies) E

(films on community workers; for example: Careers in the 70's, Doubleday, Multimedia, or "Careers in Community Service," Pathescope Educational Films, Inc.)

1. Have learners view films on community workers.

2. Have learners discuss each film after viewing. Pay special attention to the community service aspects of the careers on the film.

3. Have learners identify which careers in the films are found in Hawaii and those which are not found in Hawaii, and how the various careers contribute to learners.

LEARNING EXPERIENCE D: (Industrial Arts, Typing) E

(optional filmstrip, "Skills That Pay Off" Popular Science Audio-Visuals, Inc.)

1. If possible, have learners view the filmstrip "Skills That Pay Off."

2. Have learners, working individually, name ten careers that are available to those who master the technical aptitudes of the course.

3. Have learners compare lists, and discuss those careers which were chosen most frequently. For each of these, have learners state ways in which the work of these workers helps them and their families.

LEARNING EXPERIENCE E: (Industrial Arts, Home Economics, Typing) E

1. Invite to the class a series of workers in some career related to the skill the learners are studying during one semester. Have learners talk to the workers informally and ask questions about their jobs.

2. In each case, have learners think of ways in which the workers' jobs relate to them or their families.

Evaluation

Oral quiz. The learner will identify ten community workers who contribute to the dignity of the individual.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 3: Develop appreciation for the values and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people.

Learner Objective 1: Each learner will be able to list or describe two contributions that workers make to society.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) E

1. Put up for discussion the question whether any career which is not socially useful can exist. During the discussion have learners distinguish between "social usefulness" and "prestige" of occupations. Have learners discuss careers in which they are interested. They will presumably find in each case that at least some segment of society values the work that the worker does, or else the career would cease to exist.

2. Have learners rate careers according to more or less social value. For example, the work of refuse collector benefits more people than the work of poodle trimmer.

3. Have learners name five careers which are of interest to them, and state how each occupation makes a contribution to society or some segment of society. Have learners construct their own rating systems to show the relative usefulness of the five occupations they have selected to the needs and demands of society.

4. Have learners discuss the economic principle of supply and demand in relation to occupations and their contribution to society.

LEARNING EXPERIENCE B: (Home Economics, Social Studies, Industrial Arts) E

(career education reference materials, for example: Career Kits, Houghton Mifflin; Careers in the 70's (films) Doubleday Multimedia)

1. Demonstrate, if needed, the various reference materials to the class. Have learners use them as reference materials in career corners of their own design.

2. Have each learner select an occupation in which he/she is interested. Have learners give brief reports to the rest of the class, describing the work which goes into the careers they have chosen, and the contribution the workers make to society.

3. Have learners divide into groups according to the career clusters that interest them. Allow learners to select the cluster which includes the career on which they reported, or a new cluster which they learned about from one of the other reports.

4. If possible have each group view one of the films of the Careers in the 70's film series, according to the cluster they selected.

LEARNING EXPERIENCE C: (Social Studies) E

(films on community workers for example: Community Helper, Mafex Associates, Johnstown, Pennsylvania)

1. Have learners view films on community workers and institutions, including the bank, police station, library, school, fire house, and post office.

2. Have learners look for different community workers and ways in which these local instituions are important to everyday life.

3. Have learners list five occupations they have seen, and write a statement of the contributions made by those workers to society.

LEARNING EXPERIENCE D: (English, Art) E

(newspapers, paper, pens, bulletin board, art supplies)

1. Have learners look through the "help wanted" ads in the Star-Bulletin or Honolulu Advertiser. Have each learner select five jobs and explain in writing how each constributes to the way of life in Hawaii.

2. Have learners interview a parent or relative and write a paragraph on how their jobs contribute something to the community in which they live.

3. Have learners make a bulletin board display of selected workers.

(Adapted from Guidance Curriculum Guide: Career Development, Intermediate Level, Publication No. TAC 71-3815, p. 146, Hawaii State Department of Education, Office of Instructional Services, Honolulu)

LEARNING EXPERIENCE E: (English) E

(duplicating facilities)

1. Have learners name different occupations that contribute to producing the daily newspapers. They should include reporters, editors, copysetters, proofreaders, typists, printers, layout designers, cartoonists, and other members of the journalistic career cluster.

2. Have learners report on one of these occupations to the rest of the class, and state in the report some contribution that the career which interests him/her makes to society in Hawaii.

3. Have learners discuss the value of a free and efficient press.

4. Have class print their own classroom newspaper. This can be a one-issue activity or a continuous activity. Learners can take turns doing the various jobs.

Evaluation

Oral quiz. Teacher will give learners the name of an occupation. Each learner will be able to describe two contributions made to society by workers in that occupation.

GOAL: Developing capabilities for being economically efficient, as producer and consumer of goods and services.

SUBGOAL 3: Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people.

Learner Objective 2: Each learner will be able to develop appreciation for economic rewards from work.

Learning Experiences

LEARNING EXPERIENCE A: (Mathematics) P

(Career Development, An Understanding Plan and Work Packet, Cliff E. Helling, Minnesota Vocational-Technical Division of Department of Education, St. Paul)

1. Have learners work through Cluster I Unit I (story of Millie the sales girl and her wages, taxes, and fringe benefits, with problems for learners to solve, pages 77-86. If unit is not available make up and duplicate a story and exercises for learners to complete to understand some of the economic rewards of working. Include discussion on taxes and their uses.

2. Give each learner a "salary" for one week's work in a specific occupation and have him/her budget the money.

LEARNING EXPERIENCE B: (Social Studies) E

(research materials about utopian communities)

1. Have learners imagine, in a group discussion, a society in which no one works. They will consider the impact this might have on individuals and on society.

2. Have learners investigate the history and structure of several utopian community groups, and report on the way each handled the concept of work. Examples might include the Oneida Community, the Shaker communities, New Harmony, or modern communes.

3. Have learners describe what this has taught them about the role work will play in their lives.

(Adapted from Career Education Resource Guide, p. 166, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE C: (Mathematics) E

(graph paper, pens or pencils, posterborad, felt tipped pens, pins, yarn, compass)

1. Have learners prepare a line graph comparing the life earnings of each section of the job family. It may be necessary to explain how to construct a line graph and present on chalkboard the parts of a graph. One may plot the graph on posterboard with pins and connect the pins with yarn.

2. Have learners prepare a circle graph on the distribution of employed persons according to occupational families. The teacher may lead the class in a discussion of a circle graph and its implications.

3. Have learners prepare information for debates on topics such as the following: "Money is the only reason for working." "School is necessary for success on tomorrow's job."

4. Have learners select five occupations in which they are interested and find out something about the financial rewards they can expect in that occupation. After completing lists including monetary information, learners should add other non-financial rewards they might expect, which would affect their interest in the job.

(Adapted from A Guide for Developmental Vocational Guidance, Grades K-12, p. 99, 1968, Oklahoma State Department of Education, Tulsa)

LEARNING EXPERIENCE D: (Mathematics, Home Economics, Industrial Arts) E

(letter writing materials, tax forms 1040-A)

1. Suggest to the class that many people are surprised to find that their first pay check is not so large as they expected it to be. Learners will discuss how a person's salary is determined. Analyze with learners a hypothetical monthly salary statement from a replication drawn on the blackboard, give especial emphasis to definitions or distinctions between "gross salary" and "net salary." Discuss items deducted from gross salary, such as federal income tax, state income tax, social security, and other deductions that must be considered in arriving at a net salary.

2. Have learners write letters to various companies they may want to work for in the future requesting information in regard to their fringe benefits and wage scale.

3. Have learners discuss high pay and low benefits versus moderate pay and high benefits. This could be a good topic for a panel discussion or debate.

4. Instruct the learners in filling out income tax form 1040-A. Learners will practice on sample forms with imaginary incomes.

(Adapted from A Guide for Developmental Vocational Guidance, Grades K-12, p. 110, 1968, Oklahoma State Department of Education, Tulsa)

Evaluation

Essay test. Each learner will write a report (1) stating his/her material wants and (2) how he/she will provide for these wants through work. Criterion of acceptability specified by teacher. Essay must infer learner feeling of appreciation for the relation of work to economic rewards.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 4: Develop understanding that new occupations develop in response to needs of society.

Learner Objective 1: Each learner will be able to list ways in which needs of society relate to the occupational structure and development of new occupations.

Learning Experiences

LEARNING EXPERIENCE A: (English) E

(newspapers, reference books on journalists and journalism, for example: The Real Book About Journalism by M. Bonner)

1. Have learners discuss the need for accurate reporting in today's society.

2. Have learners read The Real Book About Journalism or a similar book.

3. Have learners discuss the work of a journalist and how it serves a need of society. Have learners refer to the careers of Hearst and Pulitzer, (as outlined in the book above) and evaluate them in terms of the way they served the needs of the society in which they lived.

4. Have learners examine copies of a newspaper and identify social needs that are being met by different sections such as classified advertisements, schedule of civic activities, editorials, letters to the editor.

LEARNING EXPERIENCE B: (Social Studies) E

(books on space program related occupations, for example: Aerospace Pilot by C. Coombs, William Morrow and Co., Inc.)

1. Have learners discuss the need for transportation in society, and name some occupations which relate to this need.

2. Have learners read books about new occupations relating to the space program.

3. Have learners discuss the career of a test pilot, how it relates to society's needs, and how this career may change and develop in the future.

LEARNING EXPERIENCE C: (Science, Health) E

(reference materials on health careers, for example: a) Popeye the Sailor and Health Careers, King Features; b) The New Age of Medical Discovery by W. Cross, Hawthorn Books, Inc.)

1. Have learners read one or more books describing health careers.

2. Have each learner present a report to the class on one health career. Have learners state how it meets a need in society for health care, and how it is likely to change in the future to respond to social changes.

LEARNING EXPERIENCE D: (Social Studies) E

1. Have learners discuss the human resources for career research available to them in the community. Suggest some examples of retired professional men and women who have an interest in young people and who can draw on extensive experience in discussing how their careers relate to society and its needs.

2. Arrange for a particularly affable and articulate senior citizen to come and reminisce about career successes and failures she/he has seen, about occupations that are obsolete, how the work is accomplished now, and how the changing needs of society have influenced the occupational structure in her/his lifetime.

3. Have learners establish an old-timers board of consultants whom students can seek out or who will voluntarily participate with the class in career exploration projects.

(Adapted from Career Education Resource Guide, pp. 114-115, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE E: (Art) E

(reference books, newspapers, magazines, paper, pens, bulletin board)

1. Have learners develop, in group discussion, a list of adult leisure time activities. Have learners interview adult members of their families as well as neighbors and friends as to how they spend their leisure time, and report to the class on their findings. Have learners also clip pictures from newspapers and magazines that depict leisure time activities.

2. Have learners include in the final list such leisure time activities as gardening, model building, stamp or coin collecting, television viewing, bowling, boating, fishing, travel, golf, tennis, dancing, needle-point, quilting, bingo, attending plays, museums, movies and sporting events. Have learners discuss unusual hobbies, such as collecting butterflies, playing cribbage, or playing the kazoo.

3. Have learners categorize the activities into those that require training, special equipment, or an investment of money, and those that do not. Have learners make a bulletin board for each category, using a collection of pictures from newspapers and magazines.

4. Have learners discuss the statement, "Your leisure is our business." Have learners describe new careers that are opening up because of a general increase in leisure time--particularly careers that are inherent in activities that require training, special equipment, or an investment of money. Have learners discuss factors that promote increased leisure time--the shorter work week, the greater affluence and level of cultural awareness of many people. Explore psychological implications of leisure. For example, with more leisure time available to the general public, individuals will be challenged to use their leisure constructively and rewardingly. Have learners discuss and state their feelings about the 4-day week.

   (Adapted from Career Education Resource Guide, pp. 129-130, 1972, General Learning Press, Morrsitown, New Jersey)

LEARNING EXPERIENCE F: (Art) E

(newspapers, telephone books, poster paper, felt tipped pens)

1. Have learners use local newspapers and the telephone book to identify organizations in the community that provide space, equipment, and lessons for people interested in pursuing leisure activities. Arrange for teams of learners to visit, call, or write to the organizations to determine the kinds of careers necessary to make the operations run smoothly. Help learners develop reports on the various organizations containing descriptions of skills and special training required of persons in each occupational area.

2. Have learners select one leisure-time career area and develop a comprehensive chart of all the obvious and hidden occupations possible. For example, in the television industry there are not only the performers, personalities, and newscasters who appear on camera, but behind the scenes there are writers, designers, camera technicians, makeup artists, hairdressers, graphic designers, set designers, color consultants, engineers, prop persons, directors, producers, secretaries,

script persons, stagehands, theater managers, advertising personnel, public relations directors, casting personnel, monitors, and pages.

(Adapted from Career Education Resource Guide, pp. 129-130, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE G: (Mathematics, Physical Education) E

1. Have learners discuss the reasons for increased leisure time. Have learners consider what people are doing with their leisure, and what their needs are for creative use of this time, and some of the occupations which may relate to this growing need.

2. Have learners determine the annual income of some people involved in leisure time occupations.

3. Have learners choose one leisure activity to try for themselves: for example, if they choose bowling, learners may interview the manager, cashier, instructor, and snack-bar attendants about the rewards and responsibilities of their jobs. What changes do they forsee as the result of changing social needs?

(Adapted from Career Education Resource Guide, pp. 130-131, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE H: (Industrial Arts) E

(paper, pens)

1. Have learners discuss the need of society for transportation. Have learners list occupations, related to power mechanics, which help fill this pressing social need: auto mechanic, bus driver, service station attendant, body-fender repair person, automobile factory worker, and taxi driver.

2. Have learners invite workers from several of these occupations to informal discussion with the class. Have learners consider what goes into the daily work of each of these workers, how the workers prepare for their careers, and what they forsee for the future of the transportation industry.

LEARNING EXPERIENCE I: (Social Studies) E

(poster paper, felt tipped pens, telephone directory, newspapers, letter paper, envelopes, pens, stamps, paper, duplicating facilities, graph paper, informational documents obtainable from Department of Taxation, power companies, other public agencies)

1. Invite learner reactions to the idea that the class combine their exploration of careers with developing and producing a guide to the community for people coming in to seek employment. Have learners develop a research and data organizing plan. Their process chart might include several or all of the following.

2. Have learners use the Yellow Pages of the telephone directory, the want ad section of the local newspaper, and interview data from local employment agencies, to research the opportunities for employment available in the community and its environs. Have learners write letters to employers requesting information such as a listing of all available jobs, the location of the place of employment, wages and salaries, fringe benefits, vacations and holidays, working conditions, dining facilities, and health facilities. After the necessary information is obtained, have the group create the first section of the book by writing capsules of each position. Have learners illustrate this section with drawings, cartoons, or diagrams executed in art classes.

3. Have learners invite a mathematics instructor to help the group construct a series of graphs depicting comparative salaries in the various positions offered, as well as a comparison of the fringe benefits not covered in wages and salaries and a breakdown of living costs. Have learners make a study of local taxes, including the state and local income tax, and sales tax and property tax. Have learners include electric rates. Have learners study government payrolls and determine to what extent these are secure or transitory. Have learners study the local banks concerning their policies, interest rates, and availability of loans.

4. After the class has completed this section of the brochure, have learners investigate the physical, economic, and environmental factors that might affect an individual's decision to settle in the community. With the cooperation of the science instructor, have the class research climate, average monthly rainfall, humidity, and the number of sunny days on different parts of each island. Have the class compare these facts with those of the mainland, making graphs depicting these comparisons to be included in the brochure.

5. Have learners develop a record of population growth in Hawaii and the factors that have determined it, places of worship and the size of each congregation, status level in the community, and have learners include recreational and cultural facilities within the area, schools--public, private, and parochial.

6. Have learners provide information about medical and dental services in the community, a breakdown of ethnic, religious, and racial percentages, the availability of public transportation, and hotel, motel, and restaurant facilities.

7. Have learners break down the material into separate chapters such as "The Economy of our Community" and "The Climate of our Community."

8. With the cooperation of an art instructor, have learners design and produce the pamphlet. At some stage, have selected learners seek out members of the Chamber of Commerce and Hawaii Visitors Bureau for constructive criticism.

9. Divide learners into groups and have each create imaginary applicants for positions available in the community, creating a complete profile on each applicant in regard to his age, appearance, education, skills, and background. In group discussions, have learners decide whether they would recommend that the imaginary applicants accept the available positions.

(Adapted from Career Education Resource Guide, pp. 155-156, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE J: (Industrial Arts) E

(reference books on architecture, for example, Wonderful World of Engineering, D. Jackson, Doubleday and Co., Inc.)

1. Have learners read about architectural masterpieces and the engineers who made them possible in Wonderful World of Engineering or similar reference books.

2. Have learners discuss the occupations which meet society's need for housing, how these needs are changing rapidly, and how the occupational structure adjusts to respond to changing needs and demands.

3. Have learners relate the skills they are learning in industrial arts to the architectural careers of which they have read.

Evaluation

Teacher-made test, short answer. Learners will list three ways in which needs of society relate to the occupational structure and development of new occupations.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 4: Develop understanding that new occupations develop in response to needs of society.

Learner Objective 2: Each learner will be able to identify community services that exist to meet the present civic needs of his/her community.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) E

1. Have learners read Coast Guard Academy: Cadets, Training, and Equipment, or a similar book.

2. Have learners discuss their reactions to this book and the service it describes. Pay particular attention to how it serves a need of the state of Hawaii.

3. Have learners invite a representative of the Coast Guard to visit the class and discuss his work. Have class visit a Coast Guard installation in Hawaii, if possible.

LEARNING EXPERIENCE B: (Science) E

1. Have learners read Park Rangers: The Work, Thrills, and Equipment of the National Park Rangers, or its equivalent.

2. Have learners assemble and read information about Hawaii's national parks.

3. Have learners discuss the work of park rangers. Pay attention to why park rangers are needed. Have learners consider the changing needs of the nation in reference to parks, in the light of the ecological crisis and the population problem.

4. Have learners invite a park ranger or forest ranger to discuss with the class the training necessary for this career, and the places this training can be obtained.

LEARNING EXPERIENCE C: (Science) E

1. Have learners discuss ways in which the police serve the community. Pay attention to ways in which the role of the policemen has changed in recent years because of the availability of more advanced technology.

2. Have learners invite a police officer to class to discuss the topics of skills and science asociated with law enforcement, and/or arrange a field trip to police station.

3. Have class read materials discussing roles and training of police officers.

4. Have learners answer questions, based on their readings and their discussion, about how science helps the police force to meet the needs of the community in a more effective way.

LEARNING EXPERIENCE D: (Social Studies) E

1. Have learners read Behind the Scenes in a Post Office or a similar book.

2. Have learners visit a post office on a class field trip, and interview different postal workers, or invite workers to the classroom.

3. Have learners discuss how the post office meets a civic need, and what kinds of steps are taken to improve postal service.

LEARNING EXPERIENCE E: (Home Economics, Industrial Arts) E

1. Have learners apply for a social security number. Have one member of the class report on the importance of social security numbers, after gathering information from social security brochures, and from interviewing parents and employers.

2. Invite a representative of the Social Security Office to class to describe the work of the office and the ways in which social security meets a need of the society.

3. Have learners follow the activities of Unit 11, "Our Social Security System" from Manpower Development and Training, Employment Orientation.

(Adapted from Career Education Resource Guide, p. 238, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE F: (Mathematics) E

1. Have learners discuss the complexity of the handling of money in today's society. Have learners imagine what their lives would be like if every transaction involving money had to be in cash, with no checks or credit cards. Have learners name institutions which exist to meet society's needs in relation to money, the transactions of money, and purchases of goods.

2. Have learners investigate various occupations that interact when a consumer decides to purchase an expensive item such as a new car. After learners identify general occupational areas to explore--bank, finance company, car dealership, insurance agency, county department of traffic, car service and maintenance stations or shops, divide learners into investigative teams to research workers involved. Have groups arrange to have a representative of the establishment being studied visit the class and answer questions. Each group should report their findings to the entire class.

3. Have learners go through the motions of purchasing a car, including obtaining a loan, selecting the car, filling out insurance and other forms. Have learners review the role of every employee in each establishment who facilitated the procedure, and how they worked together to meet the purchaser's need.

(Adapted from Career Education Resource Guide, p. 167, 1972, General Learning Press, Morristown, New Jersey.

LEARNING EXPERIENCE G: (Home Economics) E

1. Announce to the class that they are going to consider ways that the skills learned in this class may be applied to the community's needs for food service. Have the class begin by discussing the possibility of establishing a restaurant within the school. As learners explore the idea, list ideas and questions that need further study before a decision can be made. For example:

   What kitchen and dining room facilities are available during lunch periods?

   Will learners have to rent space, pay for heat, light, and cooking fuel, and borrow money for supplies?

   What legal requirements--health inspections, safety requirements, licensing--must be met?

   How many customers can be served?

   Who might the customers be?

What kinds of food might be served?

What equipment will be needed?

What kinds of jobs are necessary to a smoothly running restaurant business?

What duties, responsibilities, skills, aptitudes, and personal qualities are requisites of each job?

2. Divide learners into investigative teams. Have one or more of the teams visit local restaurants, talk with each owner/manager about the restaurant business, and observe and interview the restaurant staff. Have teams develop charts, a job file, a sound and slide presentation, or other means of communicating their data to the rest of the class. Have one team visit the Hotel and Restaurant program at Kapiolani Community College.

3. Have other teams consult with the school principal, cafeteria staff, and custodian to determine the feasibility of opening a small restaurant. After collecting data on the research questions developed in class, have the teams combine forces to develop an action plan--a listing of the steps that must be followed before the restaurant can become a reality.

4. When all research has been completed, have each team take over a class period and conduct briefing sessions. Whenever possible, have teams involve the other class members in acting out the procedures needed for establishing the restaurant and in role playing the jobs that contribute to running the restaurant:

   Procedures: Estimate the amount of financial backing needed to get started; apply for loans and/or develop fund raising plans; develop lists of equipment available for preparing and serving food and for clean-up procedures; note the cost of repairing or replacing damaged, broken, or lost items; evaluate health, safety, and legal requirements applicable to this kind of food service business and arrange for necessary inspections, licensing, and so forth.

   Jobs: Manager, accountant, health and safety inspectors, advertising manager, purchasing agent, menu planner(s), head chef,

specialty chefs, cooks and cook assistants, hostess, head waiter, waiters and waitresses, cashier, dishwashers, and custodians.

(Adapted from Career Education Resource Guide, pp. 211-212, 1972, General Learning Press, Morristown, New Jersey)

Evaluation

Teacher-made test, essay. Each learner will identify one community service that exists to meet the present civic needs of his/her community and will write a page description of the need which gave rise to the occupation, the duty of a worker in that occupation, and the preparation and training required for entry into that occupation.

GOAL: Developing capabilities for being economically efficient, as producer and consumer of goods and services.

SUBGOAL 5: Develop employability skills.

Learner Objective 1: Each learner will be able to describe two employability skills.

Learning Experiences

LEARNING EXPERIENCE A: (Home Economics, Industrial Arts) P

("How to Fill Out Application Forms," and "Employment Application Form" Guidance Aid No. 69, Occupational Information and Guidance Center, Career Information Center, Hawaii State Department of Education)

1. Have learners read the brochure "How to Fill Out Application Forms," and fill out a sample application form from the brochure.

2. Go over the sample application in a private conference, discussing the strengths and weaknesses of the applications.

3. Distribute copies of "Employment Application Form" to the class. Have learners fill them out, incorporating suggestions made in the private conferences.

4. Discuss importance of filling out application forms completely and correctly.

LEARNING EXPERIENCE B: (Science, Art) E

(readings about mechanical devices in common use, do-it-yourself magazines, scraps of wood, metal, leather, wire, string)

1. Introduce learners to a broad range of different types of "machines"--windlasses, elevators, paddle wheels, gears. Have learners experiment with simple devices that involve the transfer of force through moving parts. Have learners experiment with simple devices such as levers, wheel and axle devices, wedges, and so forth. Suggest some readings in which such devices and their applications are discussed.

2. If possible, take field trips to work sites where these types of devices are manufactured, displayed, sold, and used.

3. Have learners collect scraps of wood, string, and metal, and make models of devices they have seen, or used, or to create "Rube Goldberg" toys with moving parts. Introduce the class to some examples of modern sculpture in which elements move for no other purpose than to intrigue the eye and tease the imagination. Have learners decorate their creations with paint, carving, or paste-on foil. Have learners organize a technological museum to display their work to guests.

4. Have learners compare the capabilities of the machines with the capabilities of a person. Have learners participate in occasional informal conversations about the many occupations involved in the design, manufacture, sale, distribution, maintenance, and utilization of such machines. Have learners conceptualize the immense complexity of a telephone system, or a space project, and discuss the diversity of occupations that lend indirect but essential support.

LEARNING EXPERIENCE C: (Industrial Arts) E

1. Organize learners to simulate a real-life working situation. Have the learners simulate a business, in which student workers apply for positions such as plant superintendent, operator, and apprentice.

2. Have learners develop on-the-job training programs in which learners train one another, evaluate one another, and move up the ranks. Devise ways to structure the program so that individuals can experience a variety of different responsibilities and positions.

(Adapted from Career Education Resource Guide, p. 169, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE D: (Social Studies) E

(resources listing agencies and organizations providing aid to job hunters, 3 x 5 cards, pens, paper, sample job resumes)

1. Have learners who have part time jobs or who have worked during the summer describe the ways in which they got their jobs.

Where did they find out that the jobs were available?

How did they go about applying for the jobs?

Were they asked to write resumes, fill out job application forms, take aptitude tests, participate in a personal interview?

What tips might they give other learners seeking jobs?

2. Have learners combine a study of organizations and occupations that focus on helping people find jobs, with some practical experiences in the procedures of job hunting.

3. Have learners begin a list of establishments involved in matching people and jobs by questioning their parents and other working adults about employment agencies, placement centers, and occupational guidance and counseling organizations they and others have used. Have learners check the want ads, the telephone directory, the school placement center files, the State Employment Service Division of the Department of Labor and Industrial Relations, and other sources. Have learners develop a classification system for organizing the items.

    (a) organizations within educational and training institutions;

    (b) organizations funded by the state or national government;

    (c) independent profit-making organizations

4. If possible, have learners visit different kinds of employment agencies. Have learners interview personnel about their work, responsibilities, and training. Have learners walk through the procedural steps a job applicant would take. Have agency personnel talk with the group about writing resumes, participating in telephone and personal interviews; the impact of good manners, attitudes, neatness, and appropriate dress on prospective employers; the meaning of Civil Rights Acts and Equal Employment Opportunities laws; and contingencies that limit one's employability, such as military service obligations, conviction for crimes.

5. Arrange follow-up activities:

    (a) Following a discussion of the occupations involved in job hunting services, have learners make job description cards for each career.

    (b) If sample resumes are available, have learners evaluate several in terms of the kinds of information they contain and the way information is organized. Have learners write their own resumes and work in small groups to critique one another's efforts.

    (c) Set up a mock employment agency within the room. Have the potential employer file consist of newspaper want ads clipped and taped to file cards. Have learners who have completed job application forms make appointments to visit the agency for interviews. Invite several employees from the agencies visited by the class to serve as consultants during the role play.

(Adapted from Career Education Resource Guide, pp. 236-237, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE E: (Home Economics) E

1. Have learners study different kinds of retail work, participating in activities which will enable them to explore several of the occupations explored.

2. If possible, have learners lease or rent space in a building and run a rummage sale or resale store, in which people who bring goods to sell negotiate with learners to establish fair prices and the percent of the sale that the company will receive.

3. Have learners set up a personnel office where they may apply for jobs--manager, accountant, payroll clerk, supervisors, clerks, cashiers, stockroom assistants, security guards, publicity and advertising. Hold classroom review sessions periodically in which learners may identify problems, such as employment policies, wage increases, profit sharing, dress code, need for forming a union, and then work out the problems in bargaining sessions.

(Adapted from Career Education Resource Guide, p. 239, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE F: (Home Economics, Industrial Arts) P

(Manpower Development and Training, Employment Orientation. University of Hawaii, Community College System, classified ad section from Honolulu papers)

1. Have learners go through the activities in Unit 5 of the Manpower Development and Training, Employment Orientation, on the subject of help wanted ads and how to understand them and follow them up.

2. Have learners read and discuss a sample of classified ads in the Honolulu Star Bulletin or Advertiser.

3. Have learners choose an ad in the paper and make up a letter of reply. Discuss and critique the letters in class.

LEARNING EXPERIENCE G: (Home Economics, Science, Industrial Arts) P

(McKinley High School Career Opportunity Handbook by Margaret M. Miller, Coordinator, McKinley High School, paper, duplicating facilities, newspapers)

1. Duplicate and distribute the information about resume writing from the McKinley High School Career Opportunity Handbook, pp. 21-24.

2. Have the learners use the information to draft resumes of their own. Review the resumes and help learners duplicate their finished resumes.

3. Duplicate and distribute the information about writing a letter of application from pp. 25-26, McKinley High School Career Opportunity Handbook.

4. Have learners write sample letters of application for jobs they discover in the help wanted ads of the Honolulu Star Bulletin or Advertiser which are related to the class subject.

(Adapted from McKinley High School Career Opportunity Handbook, Margaret M. Miller, Coordinator, Honolulu)

Evaluation

Teacher-made test, essay. Each learner will write an essay in which he/she will describe two employability skills which are required for job success. Answers should include job-seeking skills.

GOAL: Developing capabilities for being economically efficient, as producer and consumer of goods and services.

SUBGOAL 6: Develop understanding of the relationship between education and work.

Learner Objective 1: Each learner will be able to list two values of getting prerequisite educational preparation before job entry or job change.

Learning Experiences

LEARNING EXPERIENCE A: (English) E

(reference materials on occupations requiring English as a major skill, for example: a) Careers in Writing and Newspaper Reporting, American Newspaper Publishers Association; b) An Occupation as a Librarian, American Library Association; c) A Career in Comics, Newspaper Comics Council, Inc.; d) "Jobs in Publishing," (film) Science Research Associates)

1. Have learners read the refrence materials. Discuss various occupations learners read about.

2. Have learners write away for pamphlets concerning careers in advertising. Learners may write to any of the following:

   American Association of Advertising Agencies
   200 Park Avenue
   New York, New York

   Bellman Publishing Company
   P. O. Box 172
   Cambridge, Massachusetts

   American Advertising Federation
   1225 Connecticut Avenue, N. W.
   Washington, D. C. 20036

3. Discuss with learners skills needed before entering the occupations studied.

LEARNING EXPERIENCE B: (Mathematics) E

(reference materials on mathematics-related occupations, for example a) Jobs in Mathematics, Science Research Associates; b) Careers as an Accountant, American Institute of C. P. A.'s; c) "Jobs in Mathematics," (filmstrip), Popular Science Audiovisuals; Manpower Development and Training, Employment Orientation, University of Hawaii, Community College System)

1. Have learners read/view reference materials.
2. Have learners follow the activities from Unit 15, "Continuing Education," Manpower Development and Training, Employment Orientation.
3. Discuss learner responses.
4. Have learners write short paragraphs on skills needed before entering one of the occupations studied.

LEARNING EXPERIENCE C: (Science) E

(reference materials on occupations dealing with science, for example: a) Careers in Physics, American Institute of Physics; b) "Careers in Science," (filmstrip), Popular Science Audiovisuals; c) The Challenge of Meteorology, American Meteorological Society; d) Is Chemistry Technology the Career for You?, American Chemical Society; Manpower Development and Training, Employment Orientation, University of Hawaii, Community College System)

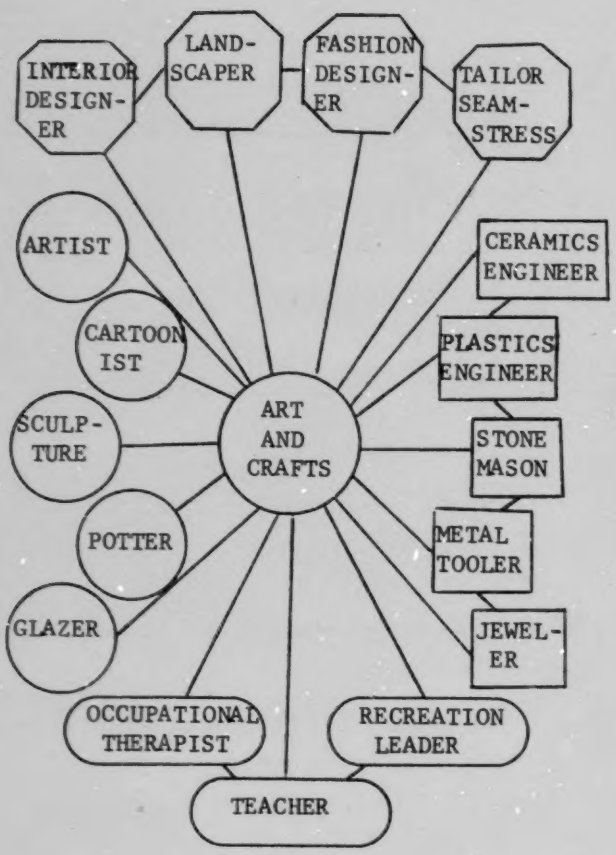
1. Have learners read reference materials.
2. Have learners follow the activities from Unit 15, "Continuing Education," Manpower Development and Training, Employment Orientation.
3. Discuss reasons for obtaining needed knowledge and skills for occupations studied and of interest to learners.

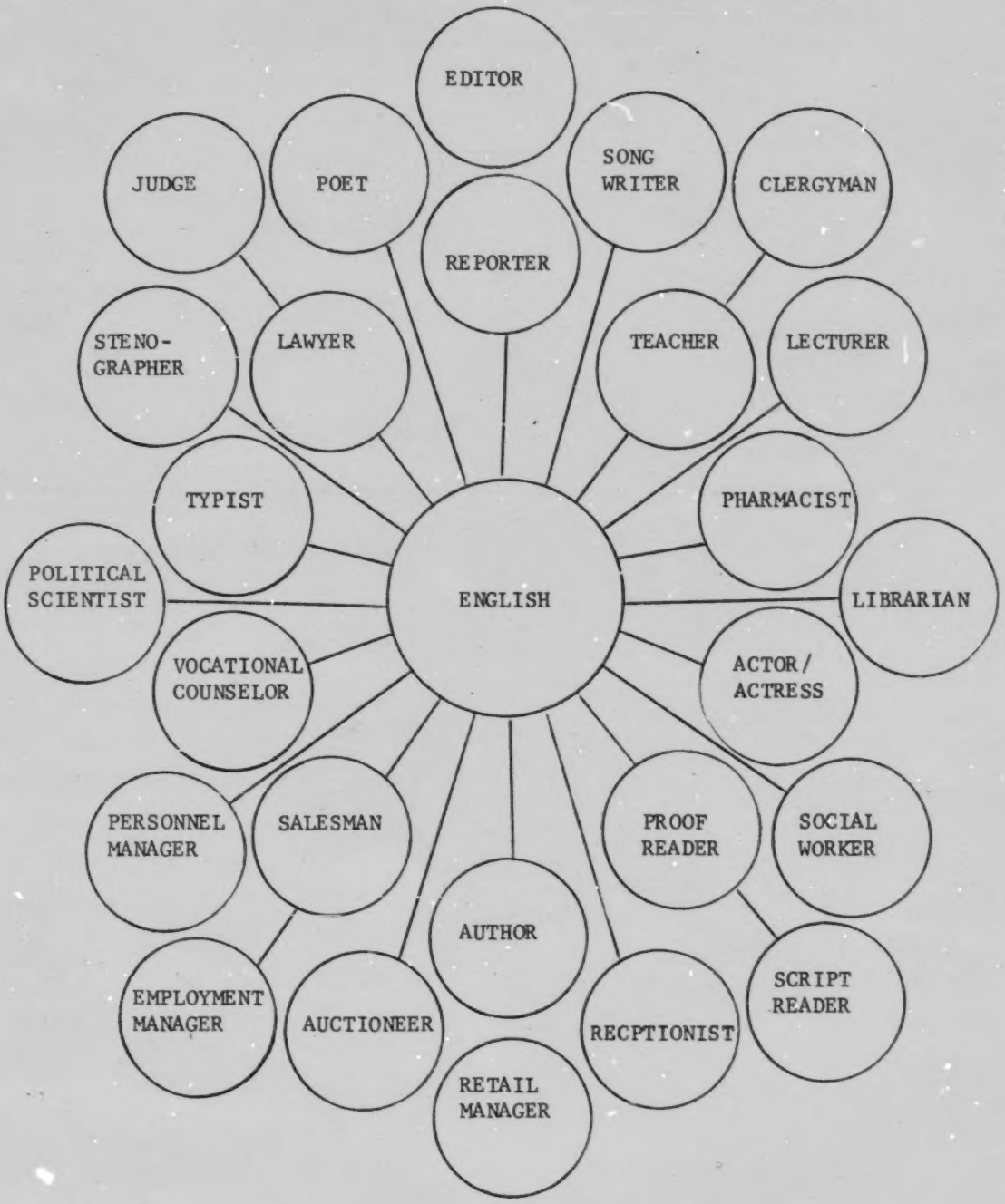
LEARNING EXPERIENCE D: (Art) E

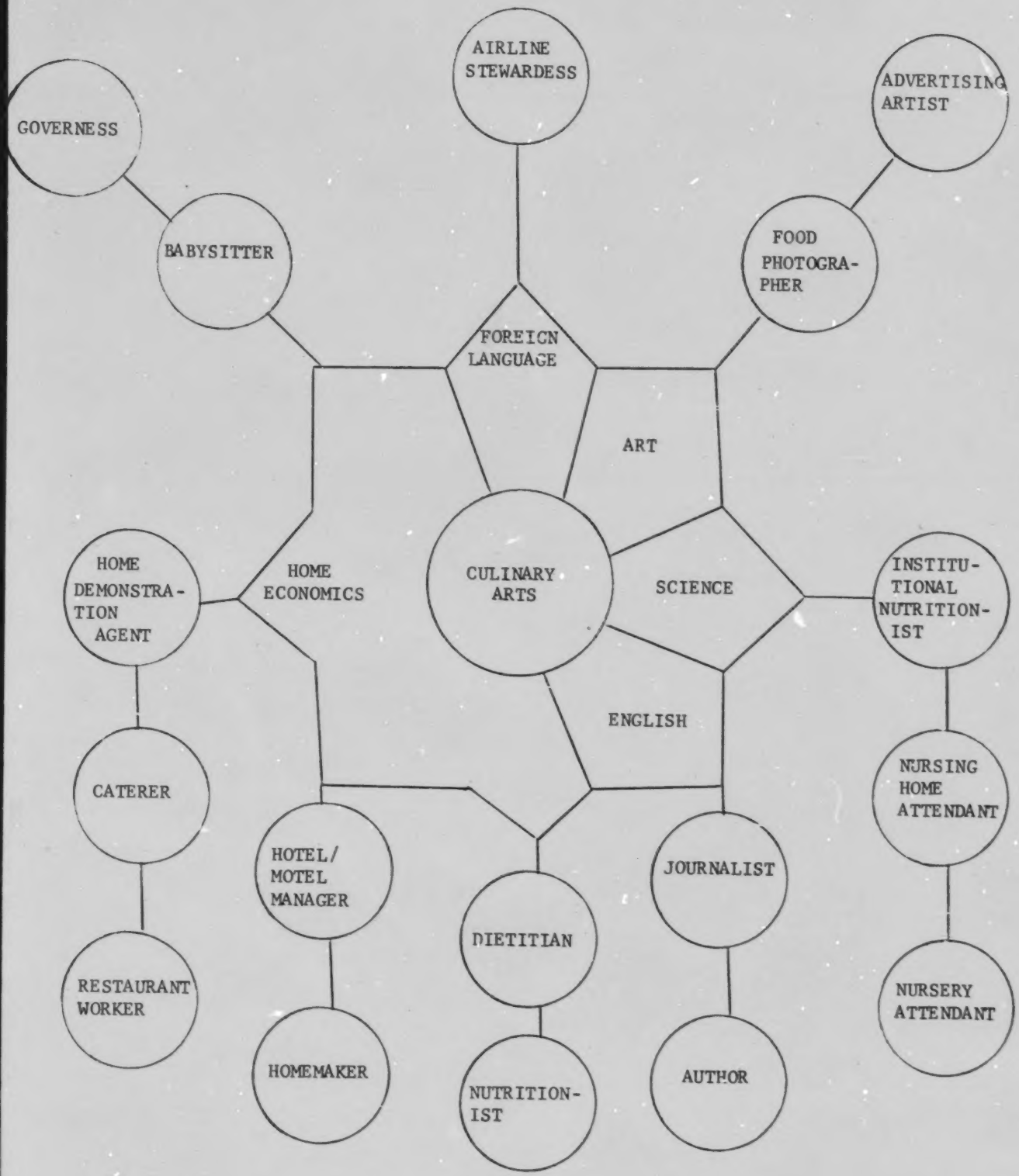
(reference books and readings on occupations, art supplies)

1. Have learners develop a universe of occupations requiring some knowledge of school subjects. Have volunteers design a wall display.

Examples:


ART AND CRAFTS
INTERIOR DESIGNER
LANDSCAPER
FASHION DESIGNER
TAILOR SEAMSTRESS
ARTIST
CARTOONIST
SCULPTURE
POTTER
GLAZER
CERAMICS ENGINEER
PLASTICS ENGINEER
STONE MASON
METAL TOOLER
JEWELER
OCCUPATIONAL THERAPIST
RECREATION LEADER
TEACHER


EDITOR
JUDGE
POET
SONG WRITER
CLERGYMAN
REPORTER
STENO-GRAPHER
LAWYER
TEACHER
LECTURER
TYPIST
PHARMACIST
POLITICAL SCIENTIST
ENGLISH
LIBRARIAN
VOCATIONAL COUNSELOR
ACTOR/ ACTRESS
PERSONNEL MANAGER
SALESMAN
PROOF READER
SOCIAL WORKER
AUTHOR
EMPLOYMENT MANAGER
AUCTIONEER
RECPTIONIST
SCRIPT READER
RETAIL MANAGER


AIRLINE STEWARDESS
GOVERNESS
ADVERTISING ARTIST
BABYSITTER
FOOD PHOTOGRA-PHER
FOREIGN LANGUAGE
ART
HOME DEMONSTRA-TION AGENT
HOME ECONOMICS
CULINARY ARTS
SCIENCE
INSTITU-TIONAL NUTRITION-IST
ENGLISH
CATERER
NURSING HOME ATTENDANT
HOTEL/ MOTEL MANAGER
JOURNALIST
DIETITIAN
RESTAURANT WORKER
NURSERY ATTENDANT
HOMEMAKER
AUTHOR
NUTRITION-IST

LEARNING EXPERIENCE E: (Home Economics, Industrial Arts, Science, Music) E

(paper, pens)

1. Have learners prepare, as a term research project, a folder or notebook of materials about a particular job in which they are interested.

2. Guidelines for the notebook:

   a. Write a series of paragraphs about
      1. Why people work.
      2. Why you are interested in the job you have chosen.
      3. What skills are needed for the job (reading, writing, speaking, research skills, typing, map reading, math, metalworking, color sense), and how they are used.
      4. What rewards are associated with the occupation (self respect; getting to know people, income; challenges; growth and development that promote one's well being mentally, socially, spiritually, or emotionally).
   b. Include magazine and newspaper articles and want ads pertaining to your job selection.
   c. List titles of books, films, articles, and biographies related to the job.
   d. Include copies of letters you have written to obtain information or to thank someone for helping you in this project.
   e. Include your own drawings and cartoons related to the job. Make the notebook cover interesting and attractive.
   f. Include write-ups of interviews you have had in researching the job.
   g. Include pictures of goods produced by a person in your chosen occupation, or scenes showing services being rendered.
   h. List resources used in preparing the folder or notebook:
      1. names of persons interviewed
      2. list of books and magazines read, with authors' name
      3. visits to establishments where one finds workers in your chosen occupation

3. Have learners prepare a display of their notebooks and devote one day to sharing them with each other.

4. Have learners list all the topices studied in class during the term and show where they were applied in the notebooks.

(Adapted from Career Education Resource Guide, pp. 140-144, 1972, General Learning Press, Morristown, New Jersey)

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LEARNING EXPERIENCE F: (Foreign Language) E

(Manpower Development and Training, Employment Orientation. University of Hawaii, Community College System)

1. Have learners explore careers in the U. S. in which a foreign language would be required or very useful: social work, teaching, foreign correspondence, diplomacy, fashion, travel, business, arts, entertainment, book translation, tour guiding, immigration control, Voice of America Broadcasting.

2. Have learners write to persons involved in each occupation in which they are interested or get invited guests to give first-hand accounts of foreign language requirements of their jobs.

3. Have learners follow the activities from Unit 15, "Continuing Education," Manpower Development and Training, Employment Orientation.

(Adapted from Career Education Resource Guide, p. 240, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE G: (Driver Training) E

(paper, pens, duplicating facilities, bulletin boards)

1. Have learners explore the range of occupations in which driving skills are invaluable.

2. Have learners make an occupational handbook containing information about training, responsibilities, working hours and salaries; making mobiles, models, and bulletin board displays, depicting the range of occupations and the vehicles each uses--cab, truck, tractor, racing cars, motorcycles, ambulance; writing and presenting skits depicting the life styles of different kinds of workers.

Evaluation

Teacher-made test, short answer. Each learner will give two reasons for getting prerequisite education before entering a new job or making a job change. Each learner will write a short statement after each of the following subjects, telling the value of the subject for job entry or job change preparation:

English, social studies, physical education, guidance mathematics, community adult education

GRADES 7-9

SOCIAL RELATIONSHIPS

Developing capabilities for establishing and maintaining healthy social relationships.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 1: Develop interpersonal skills.

Learner Objective 1: Each learner will be able to describe the probable consequences of different types of interpersonal relationships.

Learning Experiences

LEARNING EXPERIENCE A: (Health) E

(tape recorder, reference materials, for example: a) "Personal Qualities for Job Success," Coronet Films, b) Guide to Beauty, Charm, and Poise, by R. Talman, Milady Publishing Corporation)

1. Have learners discuss the importance of having a pleasing voice. Have learners make tape recordings of their own voices. They will evaluate their own tone, pitch, enunciation of words, and grammar. Invite a speech teacher to help with specific problems.

2. Arrange for interested learners to take calls and messages in school offices. Arrange for supervision, instruction on proper greetings and identification (e.g., "Good Morning, Washington School, Jane Jones, Office Monitor Speaking"), and feedback from callers and supervisor. If possible, have learners role play other kinds of telephone-jobs, e.g., selling a product over telephone, canvassing opinions, answering complaints, making appointments, or asking for and giving information.

3. Have learners view the film "Personal Qualities for Job Success."

4. Have learners consult references on rules of etiquette, particularly those pertinent to the world of work, and dramatize right and wrong etiquette in various situations.

5. Have learners role play various situations between waiters and waitresses and head chef, hostess, manager, customer to show how courtesy pays.

6. Have learners role play a typical situation illustrating the maxim that "the customer is always right."

(Adapted from A Guide for Developmental Vocational Guidance, Grades K-12, 1968, Oklahoma State Department of Education, Tulsa)

LEARNING EXPERIENCE B: (Industrial Arts, Home Economics, Art) E

(paper, bulletin board, tacks, felt tipped pens)

1. Inivite a businessman and employer or a panel of both businessmen-employers and employees, e.g., secretaries, managers and assistant managers and/or personnel officers to discuss the importance of personality, what business looks for in people beyond required skills, and the process of working together (e.g., workers' interdependence, trusting and respecting each other, making concessions, tolerance for errors and accidents, need for subordinating interpersonal conflicts to concerted actions in getting a job done, and/or helping other workers with particular jobs under time pressures.)

2. Have learners read case studies illustrating problems in relationships in the world of work. Have learners share these problems in a discussion of causes, and how these problems could be alleviated.

3. If possible, have learners view the filmstrip, "Getting and Keeping Your First Job," Guidance Associates, Pleasantville, New York.

4. Have learners prepare a bulletin board, using cartoons depicting employer-employee, or employee-customer relationships.

(Adapted from Official Occupational Skills Program Handbook - Vocational-Technical Education, A Handbook for the Occupational Skills Program for Special Education Students, Hawaii State Department of Education, Office of Instructional Services, Honolulu)

LEARNING EXPERIENCE C: (English) E

1. Have learners divide into several small working groups. Have each group develop a brief script illustrating a conflict situation between one of the following: two or more employees on a job, an employee and supervisor, an employee and employer, or an employer and a customer.

2. Introduce one of the following ideas for consideration.

> Two highly competitive members of a professional baseball team begin to taunt one another both on and off the playing field. They are of different socioeconomic, cultural, and ethnic backgrounds, and each suspects the other of trying to prejudice the team against him. Finally a seemingly small, insignificant incident occurs and evokes a fist fight between the two players in the locker room.

A young woman editor is given a complex long term assignment by her supervisor and told she may work it out in her own style and at her own pace. She carefully plans out her procedure and is progressing nicely. Two days before she plans to present the results of the project's first phase, she is summoned to a department meeting. There she discovers her supervisor has picked up a piece of her work that is not yet complete and is using it as an example for the group of what he does NOT want to appear in their projects. In the course of the meeting, he suggests ways to change the piece of work. His suggestions are exactly what the young woman had planned to do originally, in the next two days before turning in her work. She feels he has jumped the gun on her. She resents his not bothering to check out her plans before calling a meeting and figuratively spanking her in public. She is so upset and angry she leaves the meeting in tears without speaking for herself.

An employer who is a stickler for having his employees arrive at work on time--though he is habitually late himself--asks two individuals who are known to arrive at work consistently early to take attendance each day, without being obvious. The other employees soon discover who the spies are in their midst and ostracize them. In addition, everyone decides to arrive, en masse, 15 minutes late everyday, reasoning that the employer could not afford to fire all but the two informers, and will eventually bring his gripe out into the open so a resolution can be worked out. The employer retaliates by issuing a memorandum that only persons who are consistently on time for work will receive pay raises and promotions. Both spies receive both types of reward, but find the victory hollow because no one will work with or cooperate with them. Together, armed with written resignations, they confront the employer with the inappropriateness of his tactics.

A flu epidemic leaves a restaurant short-staffed on a busy weekend. Well employees are working double shifts and serving twice their usual number of tables as well. Waiters and waitresses explain to customers that service will be slower than usual, and most are very cooperative. Then one waitress encounters five customers in a row who send food back to the kitchen to be warmed, make snide remarks about the service, and generally make life miserable. Her next customer, a harried-looking man, gives his order and follows it with, "And hurry it up. I'm in a rush." The waitress explodes.

3. Have each group of learners role play their conflict situations for the class. Following each presentation, have the class offer suggestions about alternative ways in which the conflict might have been handled. Have volunteers role play one or two of the alternatives and have the class evaluate the approaches in terms of feasibility and long and short-term rewards.

4. Have learners practice or discuss how to get people to do what you would like them to do in a work situation. Have them discuss the advantages of different methods, e.g., "ordering" versus "asking;" making a habit of praising work well done; thanking people for work done or showing appreciation; "constructive" versus "destructive" criticisms, offering suggestions and advise whether solicated or not, and "modeling" behavior.

   (Adapted from Career Education Resource Guide, pp. 160-161, 1972, Gereral Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE D: (Industrial Arts, Home Economics) E

(Manpower Development and Training, Employment Orientation. University of Hawaii, Community College System)

1. Have learners follow the activities of Unit 12, "Getting Along on the Job," Manpower Development and Training, Employment Orientation.

2. Lead class discussion on learner responses to activities.

LEARNING EXPERIENCE E: (English) E

("Soliliquy of the Spanish Cloister," by Robert Browning)

1. Have learners read Robert Browning, "Soliliquy of the Spanish Cloister."

2. Have learners discuss the poem, paying attention to:
   a. the identity of the characters;
   b. the relationship between the characters;
   c. the probable reason for the speaker's opinon of Brother Lawrence;
   d. ways in which the speaker's opinion of his fellow monk is ironic.

3. Have learners cite comparable interpersonal relationships they have had or observed.

LEARNING EXPERIENCE F: (Industrial Arts) E

(contemporary newspaper and magazines articles about modern industrial practices which attempt to transform the methods of production)

1. Have learners read news stories and magazine articles about innovations in industry which transform production from assembly line methods to group unit methods. An example is from March, 1973, Newsweek. Also, stories about corporations such as Texas Instruments would be illustrative. Advertisements for Saab automobiles could be displayed.

2. Have learners imagine what kind of interpersonal relations may be built up in an assembly line situation. Have learners visit a factory employing these methods, or invite a worker to talk to the class.

3. Have learners discuss unit production methods which improve worker relationships and responsibility. Have learners discuss the advantages to these methods both to the management and workers in a factory.

LEARNING EXPERIENCE G: (Home Economics) E

(3 x 5 cards, shopping cart, if possible)

1. Learners will role play correct and incorrect behavior involved in grocery shopping. Type "Do's" and "Don'ts" on 3 x 5 cards. Each learner will draw one card out of a "hat" and role play the appropriate action. Sample lists are as follows:

A. Lists of Don'ts

1. On a busy shopping day, take up two spaces in the parking lot. Someone is right behind you waiting for a parking space.

2. Let the children race all over the store.

3. If you meet friends and decide to chat, don't move to one side--stand in the middle of the aisle.

4. If you're in front of a shelf or showcase, don't let anyone else look too. After all, you got there first.

5. Leave your cart in the middle of the aisle and run off to get something you need.

6. Never get on the end of a check-out line--always push ahead of someone. If you're aggressive enough it might work.

7. Forget to have something weighed and hold up the whole check-out line while you go back to get it done.

B. List of Do's

1. Be careful. Push carts with care. If you accidentally bump your cart into someone, stop and apologize.

2. Be neat. If you knock something off a shelf, pick it up and put it back. If you accidentally break something, call a clerk so it can be cleaned up.

3. Be orderly. If you change your mind about buying something, return the item to its proper shelf.

4. Be kind. If you take a cart to your car, wheel it back to the area designated for empty carts.

5. Be business-like. Have your money ready so you don't delay the check-out line while you get a check cashed. (Have checks partially filled out)

6. Be gentle. Avoid unnecessary handling of fresh fruits and vegetables.

7. Be organized. Complete all your shopping before entering the check-out line.

2. After each learner has role played at least one situation, lead discussion on whether or not they have actually done some of the "Don'ts." Relate idea of courtesy and consideration for others to other situations.

(Adapted from Project Career Education, K-10: Activites for Career Education, pp. HE 13 - HE 14b, 1974, Portland Public Schools, Portland, Oregon)

Evaluation

Oral quiz. Each learner will describe the probable consequences of different types of interpersonal relationships.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 2: Develop understanding of social roles.

Learner Objective 1: Each learner will be able to describe ways that social roles are valuable to him/her.

Learning Experiences

LEARNING EXPERIENCE A: (Health) E

(books, films, filmstrips or tapes on social roles and relationships, for example: a) "What Are Your Problems," Science Research Associates, b) "What Are You Like?" Side B, by E. Chong, Jarrett Intermediate, c) "All About You" by W. Menninger, Science Research Associates, Junior Guidance Series,d) "What Are Your Responsibilities?" by E. Chong, Jarrett Intermediate, e)"Work, Work, and More Work" by J. Chun, Jarrett Intermediate)

1. Have learners read or view films, filmstrips, books, and tapes on social roles and relationships.

2. Lead class discussion on materials read and viewed.

3. Have class discuss responsibilities in the family and what effect these have on his/her role in the family. Have learners compare experiences and reactions.

(Adapted from Guidance Curriculum Guide: Career Development, Intermediate Level, Publication No. TAC 71-3815, p. 47, Hawaii State Department of Education, Office of Instructional Services, Honolulu)

LEARNING EXPERIENCE B: (English) E

("Snowbound" by John Greenleaf Whittier)

1. Have learners read the poem "Snowbound." Have learners discuss the relationships among the members of the family, as described in the poem. Have learners consider how the experience of being snowbound has given the poet a device to focus on their relationships without any external influence.

2. Have learners write a poem or short story about a comparable experience--real or imaginary--which has isolated their families. Have the story or poem remove external influences, and keep the emphasis on the people and their relationships to each other. Have learners consider themselves in the context of the family group.

LEARNING EXPERIENCE C: (Industrial Arts, Home Economics) E

1. Have learners study a community group related to the skill they are learning. For example, in an industrial arts class, learners may wish to investigate the local chapter of a trade union. Arrange for learners to meet with leaders of the group, and attend a group meeting if possible.

2. Have learners consider forming a junior chapter of this organization, along the lines of Junior Achievement of Hawaii, to learn about innovations in the career involved, and see what kind of social relations accompany membership.

3. Have learners discuss their feelings about the group they are investigating, asking themselves if participation in such a group appeals to them. Have learners consider whether they would value such group membership as an aid to improving their knowledge of themselves.

LEARNING EXPERIENCE D: (Art, Health) E

(bulletin boards, scrapbooks, film, cameras, tape, tape recorder)

1. Have learners give reports on one group to which they belong, individually, or in teams if several learners belong to the same group. Examples of subjects for reports include community organizations such as Girl Scouts, Boy Scouts, sports teams, church or other religious organizations, or political action groups; extracurricular school activities such as newspaper or yearbook, sports teams, cheerleading, or special interest clubs; or the report may center on family membership and relations.

2. Have learners prepare some audio or visual aids to illustrate their reports: bulletin boards, scrapbooks, films, tapes, or other displays.

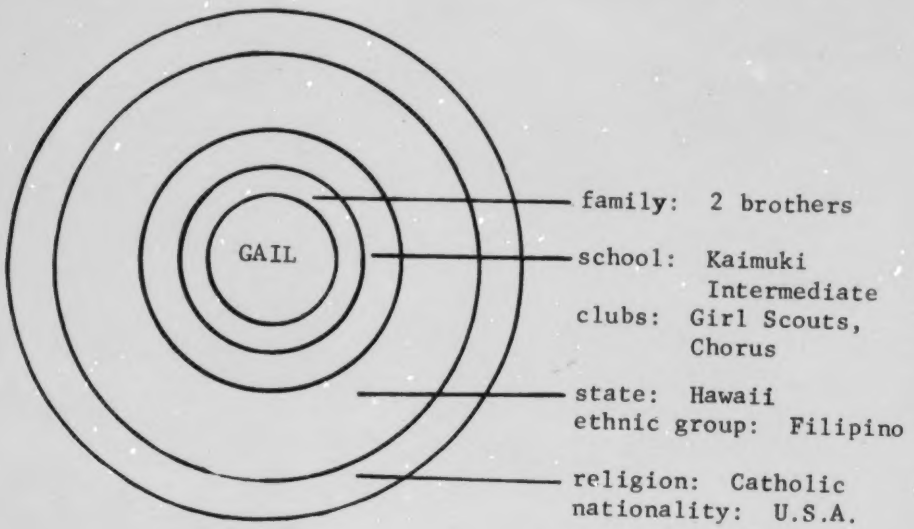
3. In discussion, have learners compare their feelings about how membership in the group on which they reported has had some positive personal value to them.

LEARNING EXPERIENCE E: (Health) P

(paper, duplicating facilities)

1. Present the class with mimeographed design of a series of circles surrounded by more circles, like an archery target. Explain that each learner is going to use this chart to draw a picture of himself/herself in relation to all the groups of which he/she is a member. Remind the class that the groups need not be those that the learner volunteers to join, but groups that he/she is a part of by birth or accident.

2. Demonstrate the use of the chart by filling one in on an imaginary person. The inner-most circle is labeled with the person's name; the ones surrounding it are filled with smaller group identifications, the larger group identifications are closer to the rim of the circles. For example:



3. Have learners include in their own charts all the groups which they chose to join (clubs, church or religious organizations, musical organizations, athletic teams, sororities, or others), and those into which they were born (ethnic background, race, nationality, sex). The finished chart will show a composite of an individual in a social matrix of group identities.

4. Lead discussion on rewards or values received or learned from being a member of the various groups.

LEARNING EXPERIENCE F: (Industrial Arts, Home Economics, Science) E

1. Toward the end of the term of study, suggest to the class that they have been working under very special group conditions. Suggest ways in which the group setting of the class differs from an actual work setting.

2. Have learners cite ways in which working in the setting of a class, doing group activities, has been of value in facilitating learning. Have learners imagine learning some of the skills of the course alone, so they will become aware of the benefit of group interaction.

3. Have learners assess how much value they place on group settings for work. Suggest several occupations related to the skill they are learning, and state whether these occupations are likely to involve cooperative activities, or solitary activities. Have learners assess and discuss the importance of this difference in their own career choice.

LEARNING EXPERIENCE G: (Social Studies) P

(Hawaiiana reference materials)

1. Have learners do research on the history in Hawaii of the ethnic group to which they belong, including migrations from another locale to the islands, when these migrations took place, why the groups came here, and features of their struggle here to make a new life.

2. Have learners discuss the contributions made by the many ethnic groups which settled Hawaii. Have learners share their observations with other members of the class, so that each learner can state positive contributions of his/her own ethnic group to the culture and life of the state of Hawaii.

Evaluation

Oral quiz. Each learner will name one group to which he/she belongs, tell what value this group membership has had and describe two ways in which it has taught him/her something about himself/herself.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 3: Develop understanding of cooperation.

Learner Objective 1: Each learner will be able to show that he/she understands the benefits of cooperation and interdependence in making a team effort.

Learning Experiences

LEARNING EXPERIENCE A: (Industrial Arts, Home Economics, Science, Typing) P

1. Have one class leave the classroom (laboratory, kitchen) a mess after the day's assignment has been completed, so that when the next class comes in, they will find that they are unable to perform their task because the previous class was irresponsible.

2. Have learners discuss this situation in relation to the world of work, providing examples of the interdependence of workers, as in a team.

(Adapted from Career Education Resource Guide, p. 166, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE B: (Industrial Arts, Art) E

(paper, duplicating facilities)

1. Have learners produce, cooperatively, a scale map of the city or neighborhood. Have each learner be responsible for one phase of the operation.

2. Have learners consider the following questions in having the map mass produced commercially and sold:

Whose services will be required?
How much would services cost?
How many maps might be sold? To whom?
How many maps should be printed?
How much would each one have to sell for in order to recover costs?
How much profit might be made?
How would customers be informed that the map was available?
Where might customers buy it most conveniently?
What kinds of arrangements would have to be made with shops and retailers?

(Adapted from Career Education Resource Guide, p. 238, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE C: (Art, Science, Industrial Arts, Home Economics) E

(art materials, tapes, tape recorders, film, cameras)

1. Have learners divide into teams of four or five learners and present reports on different occupations studied in various units of the course.

2. Have teams made up according to interest area. Have learners decide within the teams how the work is to be divided, and how their report is to be presented to the class. Observe the process of each team.

3. Have team presentations include art or bulletin board exhibits, audio-visual materials, tapes, films, and photographs prepared by the learners, or any medium they think appropriate to presenting their report.

LEARNING EXPERIENCE D: (English, Social Studies) E

(publicity materials)

1. Have learners plan a "Career Night" program. Have class meet as a whole to select subcommittees and assign tasks.

2. Have one subcommittee publicize the event throughout the school and to other schools if appropriate. Have subcommittee use posters, news announcements in homeroom period, and possibly community publicity media such as radio stations.

3. Have another subcommittee invite the speakers. Have the members write letters of explanation and invitation, and follow up the letters with telephone calls. Select speakers from the nearby community if available.

4. Have another subcommittee responsible for scheduling the meetings and events, and making sure the participants are evenly distributed among the available sessions.

5. Arrange frequent evaluation and planning meetings for the entire group.

6. Have learners discuss their reactions to and evaluation of the event. Have learners draw up a list of recommendations for next year's "Career Night." Have learners write statements of what they feel were the benefits of the activity. Have learners write letters of thanks to the guests.

Evaluation

Teacher-student evaluation via teacher-learner conference. Each learner will describe techniques used to make a team cooperate to carry out the activity assigned. Learners will describe benefits of a team procedure compared to individual work in efficiency, and enjoyment. Learners will describe importance of interdependence among team members for achieving the group goal.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 3: Develop understanding of cooperation.

Learner Objective 2: Each learner will be able to value cooperation as a means to progress.

Learning Experiences

LEARNING EXPERIENCE A: (Science) E

(state and county economic bulletins)

1. Have learners research the marketing of ornamental horticultural products in the state. Have learners invite workers from this industry to talk to the class.

2. Have learners organize a simulated corporation, for the marketing of garden products. Organize groups to handle the finance, growing, and distribution divisions of the company. Designate responsibilities such as ordering and gathering materials, keeping record of costs, design of plant displays, marketing, and advertising.

3. Switch roles within the imaginary company periodically so that learners become acquainted with every phase of the organization, and every combination of interpersonal relationships within the group enterprise.

(Adapted from Career Education Resource Guide, p. 165, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE B: (Art) E

(picture magazines for clipping, supplies for creating charts or posters)

1. Have learners help find pictures of a peddler's wagon, an old-fashioned general store, and similar mementos of merchandising in earlier times. Discuss how times change and how these changes affect people's working lives.

2. Have learners make a wall display of changes in merchandising. Have learners construct charts to show the sequence of events following the production of a commodity until it reaches the consumer. Choose a locally produced commodity such as pineapple or sugar. Have learners identify the many specialty careers that have evolved to support each stage of the entire process, such as farm worker, planter, agricultural economist, artist, copy editor, computer programmer,

manager, warehouse supervisor, shipping clerk, or accountant. Data can be collected about the job qualifications, work characteristics, and job satisfactions in each occupation.

3. Have learners participate in role play situations pointing out the necessity for cooperation among various workers.

(Adapted from Career Education Resource Guide, p. 197, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE C: (Social Studies) E

(Dictionary of Occupational Titles, reference materials on wide variety of occupations, for example: a) films from Vocational Guidance Films, such as, "Hotel Occupations," "Occupations in the Printing Industry," "Service Occupations," "Clerical and Sales Occupations," "Semi-Skilled Occupations," "Clerical Work as a Career," "Unskilled Occupations," and "Agricultural, Fishery and Forestry Occupations;" b) films from Society for Visual Education, such as, "Metal Trades as a Career," "Careers in Radio--Professional and Commercial," "Retail Merchandising as a Career," "Home Economics as a Career," "Careers in Government Service")

1. Have learners read/view filmstrips, tapes, and books on occupations in which they have some interest. Ask learners to make a listing of jobs discussed in their research and to indicate which ones are related to other jobs.

2. Have learners look in the Dictionary of Occupational Titles for two or more jobs which interest them, and show how the work one does is dependent on another's.

3. Have learner select an item like a bottle of perfume, monkeypod bowl, a can of pineapple, a dress, or a bag of sugar, and list the people who cooperated to produce the item. Have learners write a paragraph about the relationship among these workers.

(Adapted from Guidance Curriculum Guide: Career Development, Intermediate Level, Publication No. TAC 71-3815, p. 144, Hawaii State Department of Education, Office of Instructional Services, Honolulu)

LEARNING EXPERIENCE D: (Social Studies) A

(reference books on early European colonists in mainland U.S., bulletin board, art supplies)

1. Have learners consider early European colonizations of North America, paying special attention to Jamestown and the Massachusetts Bay Colony.

2. Have learners look up and discuss the forms of social organization which existed in these colonies. Why was cooperation necessary for survival? What factors influenced the ability to cooperate, such as religious unity and common background? What ultimately caused the dissolution of these colonies?

3. Have learners generalize about factors leading to cooperation in social settings, and factors militating against it. Have learners prepare a statement about how cooperation enabled the early American colonists to survive.

4. Have learners prepare a bulletin board display about the colonies and the ways in which colonists used cooperation as a means of survival.

LEARNING EXPERIENCE E: (Home Economics) E

(telephone directories, Reader's Guide to Periodical Literature)

1. Pose the question to the class of how career aspirations may interfere with family responsibilities. This question is especially relevant to females who hope to pursue occupations different from the traditional domestic roles. Point out the problem of child care if the learners do not suggest this in the course of their discussion.

2. Have learners research the facilities for day care for children in their community. Have learners report results of this research to the class.

3. Have learners discuss ways of increasing the availability and quality of this service.

4. Have learners consider the role of cooperation in this project. Find in Reader's Guide contemporary magazine articles on community day care centers which have been operated by concerned working mothers on their own behalf.

5. Have learners draw up plans for an imaginary child care day center cooperative. Have learners include in the plan a budget, an estimate of number of people who will use the service, number and qualifications of workers employed by the service, and setting for the center.

6. Have learners review ways in which this cooperative effort will be of benefit to the community.

LEARNING EXPERIENCE F: (Science, Industrial Arts) E

1. Have learners complete one assignment twice, under different conditions. The first time, provide learners with the materials and the problem and the questions to be solved with a particular experiment. Give time limit.

2. Assign the next task to be done in pairs. Provide learners with materials, problems, questions to be answered, and a time limit.

3. In a group discussion, have learners compare the two experiments and decide if they believe that two heads are better than one in solving problems. Have learners consider whether they were more efficient in terms of time spent, and if the cooperation method worked more effectively than solitary effort.

Evaluation

Teacher observation. In a class discussion, each learner should report on a cooperative project in which he/she has participated, state how cooperation was essential to completion of the task or activity, and tell some of the techniques that can be used to make effective interpersonal relationships.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 4: Develop understanding of community workers.

Learner Objective 1: Each learner will be able to describe ways in which occupations are interrelated.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) P

1. Have learners discuss community organizations which are forced to raise funds from donations. The annual Aloha United Fund is a good example.

2. Have learners consider ways of helping in the fund drive, such as a car wash, bake sale, or carnival.

3. Have learners working in groups perform a fund-raising activity, considering such requirements as publicity, equipment, space, and manpower.

4. Have learners donate funds raised to the organization. If possible, have a representative of the organization speak to the class about how the donation will be of use to some group in society.

5. Have learners pursue related opportunities for community volunteer work.

6. Have learners discuss the feelings they had in contributing to the community group. They should consider whether they feel that kind of satisfaction is important in their life's work, whether as part of a career or avocational activity. Have learners discuss jobs involved in volunteer work and how they are interrelated.

LEARNING EXPERIENCE B: (Social Studies) E

1. Have learners hold a general discussion, at the beginning of the term, on the concept of community service. Have them define it and think of ways in which private citizens may provide community services. Have learners cite such groups as the Red Cross blood bank, the Boy and Girl Scouts, community anti-pollution action groups, and religious service organizations.

2. Have each learner undertake to volunteer in some community service group, of his/her own choosing, for the duration of the semester. Teacher may help in finding an activity which matches each learner's interests.

3. Have learners describe, at the end of the term, how the volunteer service contributed to society and their reaction to their own work in terms of feelings of satisfaction; if such feelings were lacking, have them consider why this may be.

4. Lead discussion on how jobs seen were interrelated and how workers cooperated to reach goals.

Evaluation

Oral quiz. Each learner will describe ways in which occupations are interrelated.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 5: Develop appreciation for flexibility and adaptability in social relationships.

Learner Objective 1: Each learner will be able to describe ways in which one member can adapt to facilitate group action.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) E

1. Present some elementary information about group dynamics and interactions. Have learners become aware of some group members they might call "the pacifier," "the heckler/arguer," "the monopolizer," or "the withdrawn one."

2. Have learners role play group discussions in which each group member is assigned one of these roles. Have learners switch roles frequently during the exercise.

3. After the role play, have learners talk over the situations, stating in which roles they felt most comfortable and least comfortable. Have learners describe differences in their opinions of a role before and after they played it. Have learners consider how the different members related to each other or filled a need of another member. They might discuss which roles are most useful in groups, and which least useful.

LEARNING EXPERIENCE B: (Health) E

1. Have learners role play themselves in several real life situations of their own construction. For example, they may role play themselves with their parents, their teacher, and their friends.

2. Have learners discuss with the teacher the differences in his/her own personality and way of relating to others in each of the situations. Teacher will encourage the learner to cite ways in which this shift according to role has value in development of flexibility.

LEARNING EXPERIENCE C: (English) E

(copies of plays)

1. Have learners select a passage from a play and act it out. Have learners switch roles and act it out a second time.

2. Have learners discuss the differences between the first and second performances, including the concept that the actor's interpretation of a written role can have major implications for the meaning of the play.

3. Have learners consider that the way one actor plays a role may influence the direction of the other actors. Have learners discuss what relationship is worked out among actors cooperating to put on a play.

LEARNING EXPERIENCE D: (Foreign Language) E

1. Have learners role play, using two languages, a situation involving an American visiting the country where the other language is being used. The American is trying to get help--by asking directions, gathering information for a news story, or trying to find a specific person. The other learners in a group try to help, but the language barrier must be overcome.

2. During the role play, have learners resort to sign lanaguage, body language, pointing, and minimal translating. The American tries to express his/her need, and to thank the people who help. The role of the American should be switched from one learner to another as the activity proceeds.

3. After the situation, have learners discuss the activity. Have learners consider what they did as group members to help meet the need of the outsider, and think of the best ways the outsider made wishes and needs known to the group, and ways that the outsider expressed thanks.

LEARNING EXPERIENCE E: (Typing, Home Economics, Industrial Arts) E

1. Have learners investigate a work setting which is relevant to the skill(s) they are learning. For example, in a typing class, learners will look into a typical office; in an industrial arts class, have learners investigate a construction project. Have learners outline a typical imaginary work setting.

2. After imagining a work setting, have learners role play themselves in the setting. During the role play, have learners switch roles from time to time. For instance, the secretary will take the place of the office manager, who will then assume the role of the delivery person, and others.

3. Have learners discuss their feelings about the roles they played, and how their feelings changed as they switched roles. Have learners recall in which role they felt most comfortable, and recall if they felt more sympathy for one person after they had played that role.

LEARNING EXPERIENCE F: (Home Economics, Typing, Industrial Arts) E

1. Have learners design an imaginary work setting for role play: a small shop, an assembly line, or an office, for example. One member of the class will then be sent out of the room.

2. Have the rest of the class set up a problem that will develop during the course of the role play. For example, in an office, the machinery may break down during a crucial time.

3. Have the learner outside the room summoned back and role play begins, according to the scenario planned in advance. It is the outsider's role to solve the problem and make the work proceed as smoothly as possible under the circumstances.

4. Have learners switch roles and problems frequently, re-enacting the scenes as often as they like.

5. Have learners discuss the ways in which different learners solved the problems, evaluating them and criticizing. Have learners discuss how solutions met the needs of the group.

Evaluation

Teacher-made test, short answer. Each learner will describe two techniques which can be used to adapt to a group situation, to facilitate attainment of the group goals.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 5: Develop appreciation for flexibility and adaptability in social relationships.

Learner Objective 2: Each learner will be able to accept the value of change.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) E

(newspapers, magazines)

1. Have learners seek examples of situations that precipitated career changes for individuals and groups--from memory, from talks with adult friends, or from newspapers and news magazines. Have learners find out what new careers the people entered and how they prepared for the new occupations.

2. Have each learner present his/her example to the class, and from these examples, have the group draw up a list of factors influencing change. For example:

    a) too many people for too few jobs
    b) economic slump
    c) goods/services no longer in demand
    d) withdrawal of funds
    e) new technological developments
    f) advances in science
    g) sudden permanent physical handicap
    h) additional education obtained
    i) personal desire to explore something new
    j) dissatisfaction with original occupation
    k) desire to develop latent aptitudes
    l) pressure from an influential individual
    m) legal factors
    n) pregnancy/motherhood

3. Divide learners into innovation groups. Have each group select one or a combination of factors and apply them to an imaginary person who holds a complex position. Have each group develop a 3-scene role-play situation around its character and occupational change. Scene 1 shows the person in his/her first job, and illustrates the rewards, satisfactions, and challenges of the job; scene 2 depicts the on-slaught of factors leading to change and the individual's way of selecting alternatives; scene 3 is similar to scene 1, except that the person is involved in the new occupation.

4. Divide learners into different groups. Have each group select a famous person who has changed occupations and create a 3-scene role play situation. For example:

Shirley Temple Black
Victor Borge
Arthur C. Clark
Lyndon B. Johnson
Phyllis Diller
Helen Gurley Brown
Bess Myerson Grant
Clare Boothe Luce
Thomas Hamilton
Harlan Cleveland
Frank Fasi
Patsy Mink
Daniel Inouye

After each presentation, have group members hold a question and answer session to expand on information presented in the skits. What aspects of each job were not covered in the skits? What other job alternatives might each individual have chosen and why? What skills, abilities, and aptitudes did the individual already have that were relevant to the new job? What education and training did the individual need, and how was it obtained? What problems had to be dealt with during the period of change?

(Adapted from Career Education Resource Guide, pp. 234-235, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE B: (Home Economics) A

(antique coffee grinder (non-electric), non-electric coffee pot, preferably antique, modern electric percolator)

1. Have learners view a demonstration of how coffee was prepared 50 years ago. Show how the beans had to be roasted and ground, and how the coffee was then brewed. Demonstrate the familiar coffee percolator (electric) used today.

2. Have learners discuss the differences they have seen in the demonstration, and compare: aroma and flavor of coffees, time consumed by each operation, and cost of materials.

3. Have learners discuss the benefits and disadvantages of technological change in modern life.

4. Note the same activity could be adapted to cooking rice.

LEARNING EXPERIENCE C: (Social Studies) E

(encyclopedias, art supplies for contructing banners)

1. Have learners explore occupations existing prior to the Industrial Revolution, and their present-day counterparts. Common "past" occupations include tinker, cooper, whaler, candlestick maker, blacksmith, silversmith, tailor, and glover. As part of their reporting on past occupations, learners might construct banners for the guilds related to the occupations.

2. Have learners select one or more occupational counterparts of early craftsmen's work to explore in terms of expanded job opportunities, increased complexity of the production process, and increased need for the resulting products.

(Adapted from Career Education Resource Guide, p. 119, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE D: (Home Economics, Industrial Arts) E

(brochure and accompanying slides: Manpower Trends in the 70's, Department of Labor, 1970. Washington, D. C.: U. S. Government Printing Office)

1. Have learners discuss the concept of trends in the world of work.

2. Have learners view the slides accompanying the Department of Labor's 1970 brochure Manpower Trends in the 70's.

3. Have learners read the brochure and discuss the meaning of the trends in occupational status of women, poverty, opportunity structure, emerging and obsolescent jobs, effects of automation, and cybernation.

4. Have learners make predictions, based on their understanding of trends, about the future of a career in which they are interested.

LEARNING EXPERIENCE E: (Music) E

(recordings of folk and traditional songs, record player)

1. Play a recording of a familiar folk or traditional song, such as "Erie Canal," "John Henry," or "I've Been Working on the Railroad." Ask the learners if they can think of any other songs that have to do with work (sea chanteys, whaling songs, canal and river boat songs, cowboy songs).

2. Ask learners to imagine that they wrote one of the songs. What was the writer's occupation? Is the same kind of work being done today? If not, why? Is the work being accomplished in some other way? If the job still exists, how has it changed? If you do not know, how might you find out?

3. Have learners work as individuals or in small groups to research the background of an occupational song and develop a way of presenting the history of the song and the occupation to the rest of the group.

4. Have learners explore, in groups or as individuals, alternate careers of people in obsolete occupations. What skills and abilities do they have that might carry over into other careers? Are there families of jobs with similar requirements? Are people necessarily suited for only one career? Would it be wise for everyone to keep some alternate careers in the back of his/her mind?

(Adapted from Career Education Resource Guide, pp. 128-129, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE F: (Industrial Arts, Home Economics) E

(science fiction books, biographies of inventors, magazines such as Popular Mechanics)

1. Have learners establish a temporary classroom resource center containing materials about past, present, and future real and fictional technological developments related to class studies.

2. Have each learner read several factual and fictional selections from the resource library, and prepare an illustrated report on how the work and leisure activities of workers have changed as a result of technology.

3. Have learners design and construct devices that might be developed in the future or describe new techniques to be used. Have the class discuss the need for these devices or techniques, and their impact on society.

4. Have learners consider the possible rewards, positive or negative, to the inventors or originators of some of these devices and techniques.

LEARNING EXPERIENCE G: (English) A

(E. A. Robinson's, "Miniver Cheevy," William Carlos Williams', "The Term," paper, pens)

1. Have learners read E. A. Robinson's, "Minniver Cheevy" and discuss the reaction of Miniver to social change.

2. Have learners read William Carlos Williams' poem, "The Term" and discuss the author's statement about the resilience of the individual (or lack of it) to change.

3. Have learners write essays about change, and ways people cope with the fact.

LEARNING EXPERIENCE H: (Industrial Arts) E

(pictures of old and new dwellings in Hawaii, architectural plans, drafting tools)

1. Have learners compare early Polynesian 19th century, and early 20th century residential architecture with today's modular and high rise dwellings. Have learners hypothesize about why these changes in architectural style and design have occurred. Have learners compare towns and villages of the past with the city planning of today. Have learners hypothesize about why these changes in city layout have occurred.

2. Have the class learn how to read architectural plans. They should learn to use the instruments for drawing these plans. Have the class design their own plan for a house, considering some changes of modern life such as design requirements for a contemporary electrical system.

3. Have learners invite an architect to speak to the class about the profession and how time has affected the history of architecture in Hawaii and on the mainland. Have learners invite the architect who designed their school to visit and explain some of the problems that had to solve in designing the building.

4. After the architect's visit, have the class discuss the various careers involved in construction of a dwelling, and recapitulate the architect's role today, and discuss how these careers have changed in the past 200 years.

5. Take a field trip to the Hawaii State Capitol, if possible.

(Adapted from Career Education Resource Guide, p. 208, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE I: (Mathematics) A

(metric system tables, demonstration equipment)

1. Have learners study the metric system. Demonstrate equivalent amounts of common things in class.

2. Have learners write reports on the effect of the metric system on different phases of industry. For example, the pharmaceutical system had to be changed radically when the metric system was adopted.

3. Have learners bring in bottles, cans, and product labels which list equivalent amounts.

(Adapted from Career Education Resource Guide, p. 238, 1972, General Learning Press, Morristown, New Jersey)

Evaluation

Teacher-made test, essay. Learners will write a short, imaginative essay on the following subject:

Imagine that you are a modern Rip Van Winkle, and have been asleep for 20 years. Think of how you would feel as you are emerging from your sleep. What things would surprise you the most? How would you feel as you confronted all this newness without time to get used to it gradually? Since you are not going to sleep for 20 years as Rip Van Winkle did, how can you plan to keep up with the phenomenon of change in your life?

Criterion set by teacher.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 6: Develop understanding of interrelatedness of occupational roles.

Learner Objective 1: Each learner will be able to describe ways that groups or individuals have helped him/her or contributed to the meeting of his/her needs.

Learning Experiences

LEARNING EXPERIENCE A: (English) E

(notebooks, pens, John Donne's, "No Man is an Island")

1. Have learners begin the project of keeping a special kind of notebook for a week, recording as in a diary, their activities for each day, but with a special emphasis. Have learners list the people whose work has contributed to their needs in every phase of their lives. Thus, a sample might be:

   breakfast--orange grower, air transport, baker, coffee producer;
   trip to school--bus driver, police officer;
   gym class--sporting goods manufacturer, retailer, gym teacher, and so on.

2. At the end of the week, have learners compare their notebooks and discuss the many workers who contribute to the fulfillment of their needs.

3. Have learners read "No Man is an Island" by John Donne and discuss the passage in relation to their findings.

LEARNING EXPERIENCE B: (Home Economics, Industrial Arts) E

(Dictionary of Occupational Titles, U. S. Government Printing Office, Occupational Outlook Handbook, U. S. Department of Labor, Bureau of Labor Statistics, Exploring the World of Jobs, Science Research Associates)

1. Have learners look through the job description in volume I of the Dictionary of Occupational Titles. Have each learner find two or more jobs and show how the work one does is dependent on another's.

2. Have learners select an item such as a can of pineapple, a dress, or a bag of sugar, and list the people who had a part in producing this item.

3. Have learners define the word "specialist" in relation to the world of work and name three specialists in one field of work, using Occupational Outlook Handbook for reference.

4. Have learners look at the Table of Contents of the booklet Exploring the World of Jobs, and read the chapters that they find interesting.

5. Have learners name occupations studied which fulfill learners' needs.

(Adapted from Guidance Curriculum Guide: Career Development, Intermediate Level, Publication No. TAC 71-3815, p. 144, Hawaii State Department of Education, Office of Instructional Services, Honolulu)

LEARNING EXPERIENCE C: (Science) E

(dictionary, paper, pens)

1. Have learners define the term "symbiosis" as it exists in the animal kingdom. Have learners find examples of the phenomenon.

2. Have learners find examples among plants and animals of the parasite-host relationship.

3. Have learners find echoes of symbiosis and the parasite-host arrangement in human relationships. Have learners state in writing ways that other people contribute to meeting their needs, and ways that the learners contribute to meeting the needs of others.

(Adapted from Guidance Curriculum Guide: Career Development, Intermediate Level, Publication No. TAC 71-3815, p. 144, Hawaii State Department of Education, Office of Instructional Services, Honolulu)

LEARNING EXPERIENCE D: (Art) E

(classified ad section from newspapers, art supplies)

1. Have learners look through the "help wanted" ads in a newspaper. Have learners each select several jobs and explain how each contributes to our way of life.

2. Have learners interview an adult in the community whom they know, and write a paragraph on how the work the adult does contributes something to the community as well as to themselves.

3. Have learners adapt what they learn from this exercise to a bulletin board display.

(Adapted from Guidance Curriculum Guide: Career Development, Intermediate Level, Publication No. TAC 71-3815, p. 146, Hawaii State Department of Education, Office of Instructional Services, Honolulu)

LEARNING EXPERIENCE E: (Home Economics, Industrial Arts) E

1. Have learners stop their regular activity 15 minutes early and answer the question, "What occupations have contributed to making possible our class period today?" In an industrial arts, class, for example, learners will name carpenters, factory workers, curriculum planners, electrical engineers, electricians, teachers, principals, and others depending on the specific activity.

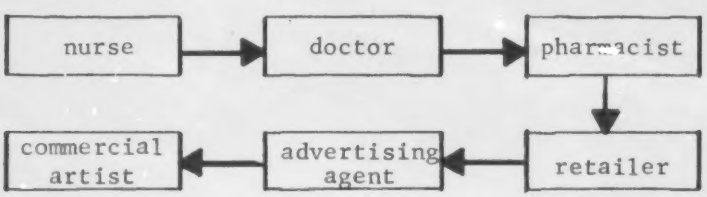
2. During another class period, have learners name careers in which learners might be able to use the skills they are learning in this course. For each career identified, have learners state ways in which the worker makes a contribution to meeting the needs of another person or group of people.

LEARNING EXPERIENCE F: (Industrial Arts, Home Economics) E

(bulletin board, paper, thumb tacks, old magazines)

1. Have learners begin making a chain on a bulletin board. Begin the chain by posting the name of one occupation which uses a skill the class is or has studied. Each day have a learner post the next link in the chain on the bulletin board--the name of another occupation which is directly affected by the occupation preceding it. Have learners post pictures or names of the workers. Join the links in the chain by arrows from one to another. Continue for as many days as there is space available.

2. The form of the chain will eventually be someting like the following:



3. Have each learner state to the rest of the class the contributions made by this occupation to the needs of others, as he/she adds a link to the chain.

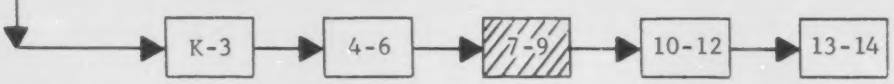
Evaluation

Oral quiz. Teacher will name one or more occupations which the learners have studied or discussed. Each learner will describe some contribution made by that occupation to his/her needs.

GRADES 7-9

CIVIC RESPONSIBILITY

Developing capabilities for carrying out civic responsibility at work and in the community.



GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 1: Develop understanding of rights, privileges, and responsibilities on the job, in the home, and in the community.

Learner Objective 1: Each learner will be able to show that individual responsibility is related to the success of a group project.

Learning Experiences

LEARNING EXPERIENCE A: (Industrial Arts) E

(trade show materials, paper, pens, materials for booths, prizes)

1. Have learners plan a trade show, not only to display the learners' accomplishments in the course and a number of related professional techniques, but also to provide the audience with an overview of the variety of jobs available in the field.

2. Have one group compile a comprehensive list of occupations in the industry, developing a job description for each occupation. Have learners develop these data into presentations in special booths at the trade show. Challenge the group to find creative, colorful ways of presenting their facts and figures.

3. Have another group list the tasks that must be accomplished in connection with the show. The more elaborate the plan, the greater will be the opportunity for diverse work assignments. For example, there may be a need for a chairperson, co-chairperson, scriptwriter, commentator, musician, lighting director, decorating committee, refreshments committee, publicity manager, programs and ticket committee.

5. Have specialty booths devoted to products and industrial techniques assigned to volunteer committees. Challenge these learners to research their topics and to rehearse their demonstrations. Award prizes for the most effective booth, as determined by a panel of judges or by popular vote.

6. Have brief discussions about the underlying purpose of the project--to enlarge everyone's awareness of the world of work and to give each learner some hands-on experiences that relate to one's career decision making.

7. Hold a postmortem after the show. Have learners evaluate the planning and conduct of the show, and its impact upon its audience. Encourage learners to conceptualize and share the insights that they personally gained into the world of work, and to relate the applicability of these learnings to their own decision making.

LEARNING EXPERIENCE B: (English) P

(duplicating facilities, paper)

1. Have learners prepare and distribute a special edition of a newspaper describing a particular school event, such as Earth Day activities, Aloha Week parade, a field trip, a school-community volunteer project, or a sports event.

2. Assign each learner one contribution, depending upon his/her capabilities; to submit an article, a poem, a photograph with caption, a sketch, or a cartoon.

3. Divide learners into groups responsible for different tasks involved in producing the paper. Have one group provide publicity and advertising, another group oversee printing, another take care of sales.

4. Lead discussion on individual responsibilities in producing the paper.

LEARNING EXPERIENCE C: (Industrial Arts, Home Economics) E

(paper for duplicating brochures, props for career skits and programs)

1. Have learners plan a career exploration assembly, to be put on for the whole school, to dramatize Practical Arts or Home Economics career opportunities in the community.

2. Have learners be responsible for planning the program, conducting rehearsals, casting, writing the script, publicizing the program, and writing and drafting information brochures to be handed out to the audience after the assembly program.

3. Have each learner have a definite responsibility. Have the group meet periodically and each member report on his/her own progress.

4. Have learners meet to evaluate the program, after its presentation.

LEARNING EXPERIENCE D: (Science, Industrial Arts) P

(laboratory equipment)

1. Divide learners into groups of three members, with all groups performing the same laboratory experiment, but within each group, each learner knowing only his/her part of the experiment.

2. Have learners perform the experiment, each doing their part and demonstrating it to the other two members of the group. After the experiment, check with the class to see if the groups obtained correct results, as a check if each member fulfilled his/her responsibility.

LEARNING EXPERIENCE E: (Home Economics) P

(kitchen facilities and equipment)

1. Have learners plan a complete meal to be served to their parents and teacher. Have learners do all the planning and cooking and serving themselves.

2. Divide learners into groups to take care of the planning, shopping, cooking of individual courses, serving, place setting, invitations, and other details of the dinner party. Have each participant realize that the others are depending upon him/her to complete his/her part of the project.

3. Have learners evaluate the project after dinner, stating what it taught them about each member contributing their share to a group effort.

LEARNING EXPERIENCE F: (Mathematics, Science) P

(facilities for duplicating surveys)

1. Explain some of the basic techniques of designing, taking, calculating, and interpreting a survey.

2. Have learners select and undertake a survey project in their community. Have learners decide on a subject which is of wide interest. Have learners write a series of questions or items to be rated which they think will yield accurate results. Have learners take the survey of a wide sample of the population of the community.

3. When the survey has been taken, have learners tally the results and the class agree on the interpretation of the results. Have learners write a report of their project for the school newspaper.

4. Have learners state what their responsibility to the completion of the project has been, and what would have happened to the project if they had defaulted on their responsibility.

Evaluation

Teacher-made test. Essay. Each learner will write a page describing a group project in which he/she participated, stating how the particular responsibility assigned to him/her was necessary to the completion of the project.

GOAL: Develop capabilities for carrying out civic responsibility at work and in the community.

SUBGOAL 2: Develop understanding of ways in which participation in civic groups contributes to individual and group goals.

Learner Objective 1: Each learner will be able to state advantages and disadvantages of participation in civic groups.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) E

1. Aid learners in making a list of civic groups working in Hawaii, for example, Life of the Land, Civil Liberties Union, Jaycees, and community action groups.

2. Have learners divide into groups according to interest in one of the organizations. Have groups research an organization to determine what accomplishments or benefits it has achieved, and what its goals are. Learners may utilize newspapers, magazine articles, attend meetings or contact members of the organization to determine advantages and disadvantages of participation in the group.

3. Have each group report findings to the class.

LEARNING EXPERIENCE B: (Social Studies) E

1. Have learners volunteer to help in a project in their community, such as a fund raising activity or a recycling drive.

2. Have learners observe workers administering the project and the effects of the project.

3. After completion of the project, lead a discussion on learners' reactions to participating in the project.

Evaluation

Teacher-made test. Each learner will state three advantages and three disadvantages of participation in civic groups.

GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 3: Develop understanding of importance of rules in society.

Learner Objective 1: Each learner will be able to list reasons for establishment and enforcement of laws within his/her community.

Learning Experiences

LEARNING EXPERIENCE A: (Industrial Arts) E

1. Have learners identify occupations, related to the skill they are learning, which require licensing.

2. Have learners discuss the following questions:

   What are the licensing requirements?
   What restrictions do these requirements place upon workers?
   How do licensing requirements protect society?
   How do licensing requirements protect the workers of the occupations? (e.g., insuring the occupation maintains a reputation of quality work and workers so that people will continue using their services).

(Adapted from Career Education Resource Guide, p. 239, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE B: (Industrial Arts, Home Economics) P

(Manpower Development and Training, Employment Orientation. University of Hawaii, Community College System)

1. Have learners follow the activities of Unit 10, "Government Regulations that Protect the Worker," Manpower Development and Training, Employment Orientation.

2. Lead discussion on learner responses.

LEARNING EXPERIENCE C: (Driver Training) P

(booklets stating Hawaii driving regulations)

1. Have learners study rules of driving and traffic: speed limits, right-of-way regulations, point system.

2. Have learners practice taking the test of these rules which will be required of them before licensing.

3. Have learners discuss reasons why these rules have to be obeyed.

LEARNING EXPERIENCE D: (Mathematics) P

(access to telephone, Department of Taxation information brochures, sales tax tables, excise tax forms)

1. Have learners find out, by telephoning the state taxation department, and asking for the information, how much revenue is raised for the state from income and other taxes.

2. Have learners consider the sales and excise taxes, and learn how to compute the amount of these taxes.

3. Have learners give reasons why these taxes have to be levied, and state some of the services provided by the state in exchange for the taxes paid.

LEARNING EXPERIENCE E: (Industrial Arts) E

(documents describing current zoning laws, obtainable from City/ County government offices)

1. Have learners study zoning laws. Ask anyone if they can provide a definition of the term and supply one if not.

2. Have learners investigate the zoning laws of their community in the vicinity of the school. With the help of county officials, have learners find out history of the zoning of the area. Have learners discuss the way it is zoned and state whether they feel that any changes are necessary.

LEARNING EXPERIENCE F: (Art) E

(paper, pens or pencils, materials needed for a bulletin board, tape, film or booklet)

1. Have learners discuss the ways in which school rules contribute to the maintenance and smooth functioning of the organization. Have learners begin by imagining what would happen if there were no school rules at all: no bells between classes, no hall traffic patterns, no attendance requirements for students or teachers, no anti-litter rules, or others.

2. Have learners make suggestions of what kinds of changes they would like to make in school rules if they were empowered to do so. Have learners discuss the potential changes and write a resoned memorandum to the principal if they feel they have a legitimate complaint about the existing rules.

3. Have learners design a presentation for the rest of the school about the rules that govern the school: a bulletin board, an assembly program, a taped announcement, a film, a booklet, or other presentation of their own design and planning. Have learners communicate the reasoning behind the rules and regulations that operate in the school.

Evaluation

Teacher-made test; fill in or completion. Each learner will list ten reasons for the establishment of laws and regulations.

GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 4: Develop understanding of relationship between responsibilities and rewards in work and leisure.

Learner Objective 1: Each learner will be able to describe two ways in which work is of value.

Learning Experiences

LEARNING EXPERIENCE A: (Mathematics) E

(airline schedules, airline rate books, sample airline tickets, menus, baggage claim checks, airline travel folders, airline publications, chalkboard)

1. Have learners browse through a collection of airline schedules, rate books, tickets, menus, baggage checks, travel folders, and airline publications. In discussion, learners will explore the many different kinds of careers that are involved in the airline industry. As learners mention occupations--pilot, copilot, engineer, designer, flight control engineer, steward, stewardess, chef, advertising copywriter, advertising art director, travel writer, reservation clerk, and baggage clerk, teacher lists them on the chalkboard.

2. Suggest that mathematics is a kind of thread that runs through all these occupations. For instance, the pilot must know mathematics in order to use his instruments and plot his courses; the engineers who design the aircraft and the construction workers who build it must know mathematics. The reservation clerk must figure rates, distances, and baggage weights. The flight control engineer must know mathematics in order to avoid collisions of aircraft in flight. The stewardess must know how many meals to serve and what to charge for drinks. The freight handler must know how much weight the plane can bear so as not to overload it. The designers and editors of the various publications use mathematics extensively in creating their products.

3. Have learners examine airline schedules. Teacher will show how distance affects the cost of a ticket and how speed affects travel time between two points. Teacher also shows the class an airline rate and schedule book and explains how the time and rate factors were arrived at.

4. Instruct learners in mathematical principles involved in figuring time, rate, and distance. Have learners work on a series of problems in which they must arrive at these concepts on their own. When the class has learned how to use the airline rate book, have learners create their own airline schedule, including rate, time, and distance. Have learners simulate buying airline tickets from each other, using the airline schedules they have created.

5. If possible, have learners take a field trip to the local airport. Upon arrival at the airport, learners visit the desk to check the arrival and departure time of a flight in which they are interested. They visit the departure gate where they can observe other passengers checking in, the clerk taking a passenger count and accommodating standbys, other airport personnel at work, the landing of the plane, and the disembarking of passengers. If possible, arrange with an airline official to allow the learners to board a plane and observe between-flight cleaning, meal loading, and observe meal preparation. Have learners visit the cockpit. Outside the plane, have learners observe refueling, inspection, and cargo loading. Have learners walk back through the departure area to the baggage claim area.

6. Lead discussion on the value of work. Discuss usefulness of airline workers to learners and their families.

(Adapted from Career Education Resource Guide, pp. 144-146, 1972, General Learning Press, Morristown, New Jersey)

LEARNING EXPERIENCE B: (Health) E

(Career World. Pre-subscription issue, Evanston, Ill.: Curriculum Innovations, Inc., February 7, 1972, letter writing materials)

1. Have learners read "Newcomer on the Medical Scene: The Physician's Assistant," p. 5, Career World.

2. Have learners discuss the career presented in the article. Learners will give their own reactions to this career.

3. Appoint a committee of volunteers to write for the information at the end of the article and share it with the class.

4. Have learners state their opinions about the value of this career. Have learners identify other related health careers and compare the work of the physician's assistant with these other careers.

LEARNING EXPERIENCE C: (Social Studies) E

(reference materials on Civil Service, for example, "Civil Service Jobs," Popular Science Audio-Visuals, Inc., or "Careers in Government Service," Pathescope Educational Films, Inc.)

1. Have learners study the patronage system which led to the need for a civil service monitored by a merit system; the occupations which are covered by the civil service system; the rewards and benefits conferred by the system; and the examinations given locally for admittance to the system.

2. Have learners view the filmstrip "Civil Service Jobs."

3. Have learners state some of the positive benefits and values of a civil service worker as well as to those the worker serves.

LEARNING EXPERIENCE D: (Social Studies) E

(reference materials on various careers, for example, a) Exploratory Kit, Careers, Inc., b)"Occupational Exploration Kit," Science Research Associates, c) "Career Exploratory Kit," Houghton Mifflin)

1. Have learners utilize various Career Kits or reference materials to choose one career that he/she has never thought of pursuing before. Assign learners to report on careers to the class. The teacher helps in finding sources in the libarary and in the community.

2. Have learners present reports about new careers, and state whether they are more interested in new careers knowing something about them than they were before beginning this activity. Have learners list the values received from the career by the worker as well as the values to those the worker may serve or aid.

LEARNING EXPERIENCE E: (Industrial Arts, Home Economics) E

(pamphlets available from the AFL-CIO: "This is the AFL-CIO" and "Why Unions?")

1. Have learners read the two pamphlets listed above.

2. Have learners identify careers related to course work which require union membership. Divide learners into groups according to careers which interest them, and have groups meet or correspond with a union member in that occupation.

3. Have learners report their findings to the rest of the class. Learners are to include in their reports the personal value of having the various jobs they are researching.

LEARNING EXPERIENCE F: (Industrial Arts, Home Economics) E

(biographical sketches)

1. Lead a discussion on human needs in the world of work, for example, the need for belonging, the need for approval by others, the need for status, the need to give service, the need to earn money.

2. Make up and read to learners biographical sketches and have learners answer how the individual is fulfilling the various needs. A biographical sketch for a Home Economics class might be as follows:

> Jane Lee is a 28-year old Home Economics teacher. She is married and has two small children. She returned to teaching two years ago as her husband wanted to return to school part-time to prepare for a better job. She likes her job, her students, her co-workers and her job.

(Adapted from Project Career Education, K-10: Activities for Career Education, p. HE 21, 1974, Portland Public Schools, Portland, Oregon)

Evaluation

Oral quiz. Each learner will describe two values derived from work.

GOAL: Developing capabilities for carrying out civic responsibility at work and in the community.

SUBGOAL 5: Develop capabilities for making effective use of resources and understand relation of environment to work.

Learner Objective 1: Each learner will be able to list or describe three reasons for proper use and conservation of natural and human resources, and name one career which contributes to conservation of these resources.

Learning Experiences

LEARNING EXPERIENCE A: (Science) E

("Popeye and Environmental Careers," New York: King Features)

1. Have learner read the comic book "Popeye and Environmental Careers."

2. Have learners answer the questions at the end of the comic book. Discuss responses.

LEARNING EXPERIENCE B: (English) A

(materials for duplicating poems)

1. Have learners compare the first stanza of "America the Beautiful" (Katherine Lee Bates):

O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain.

America! America!
God shed his grace on thee
And crown they good with brotherhood
From sea to shining sea.

with the following poem, "Pollution:"

If you visit American city
You will find it very pretty.
Just two things of which you must beware:
Don't drink the water and don't breathe the air.

Pollution, pollution,
They got smog and sewage and mud,
Turn on your tap and get hot and cold running crud.
(Tom Lehrer)

2. Have learners discuss the two visions of the U. S. shown in these poems, and why over the passage of time this change has happened. Learners should consider their own responsibility to do something about this change. Discuss conservation-related occupations.

(Adapted from Pre-subscription issue of Career World, Evanston, Ill.: Curriculum Innovation Inc., p. 4, February 7, 1972.

LEARNING EXPERIENCE C: (Science) E

(pre-subscription of Career World, Evanston, Ill.: Curriculum Innovations, Inc., February 7, 1972, scrapbooks)

1. Have learners read the pre-subscription issue of Career World, pp. 4-7, about "The Environmental Field."

2. Have learners keep a scrapbook as suggested on page 7 of the magazine.

3. Have one representative of the class write letters to the sources of more information listed on page 7, and share the materials with the class.

LEARNING EXPERIENCE D: (English) E

(Reader's Guide to Periodical Literature)

1. Have learners gather information, from recent magazine and newspaper articles, about the energy crisis. Have learners use the Reader's Guide to find where to look for information.

2. Have learners discuss the reasons for the depletion of oil reserves: overuse in our society, plastics industry, automobile industry, electricity demands, and others they find in their reading.

3. Have learners discuss ways they, as individuals, can economize on the use of energy. They might ask questions such as: What car burns the least fuel per mile? What alternative recyclable containers may be used besides plastic? Is it really necessary to use electricity to open cans? Learners will duplicate their list of suggestions for distribution to others.

4. Have learners consider ways in which industry could make a difference. Automobiles could be built with a view toward conservation of fuel, for example.

5. Have learners consider 1) how they can contribute to alleviating the energy crisis in planning their own careers and 2) those occupations already involved with energy conservation.

LEARNING EXPERIENCE D: (Industrial Arts, Home Economics) E

(display materials: bulletin boards, tapes, tape recorder, film, camera)

1. Have learners think of ways in which the skill they are learning may be used to improve the quality of the environment. For example:

   (a) in home economics, have learners think of ways housewivs could keep the environmental crisis in mind: recycling cans and newspaper, avoiding the use of plastic disposables, watching the phosphate content of detergents, and conserving water.

   (b) in industrial arts classes, have learners consider use of rare goods for carpentry, economical use of power, ways to cut other fuel consumption, avoidance of noise pollution, and disposal of solid wastes.

2. Have learners arrange the suggestions they have discovered into a display for use in the community in any way they devise. Examples:

   (a) bulletin boards to be placed in shopping centers;
   (b) spot announcements to be used on radio;
   (c) films to be made available to clubs and community groups.

3. Have learners investigate careers which might provide opportunities to do more about the environmental problems which have been discussed during this activity.

LEARNING EXPERIENCE F: (Health) E

(Reader's Guide to Periodical Literature)

1. Have learners use the Reader's Guide to Periodical Literature to find magazine articles on the subject of noise pollution and its physical and psychological effects. A cross reference for such studies might be the recent controversy over the SST.

2. Have learners divide up the research on the articles they have located, and report to the rest of the class on the articles they have read about the problem of noise pollution.

3. Have learners identify steps that have been taken to alleviate the problem of noise pollution. Have learners list careers which have as their main emphasis work on this problem, and in which there is potential for accomplishing something in relation to noise.

Evaluation

Oral quiz. Each learner will name one threat to the quality of the environment in Hawaii, tell one way in which the challenge might be met, and describe one career which contributes to the alleviation of the environmental crisis.

GOAL: Developing capabilities for carrying out civic responsibility at work and in the community.

SUBGOAL 6: Develop ability to participate in various kinds of civic groups.

Learner Objective 1: Each learner will be able to show that he/she recognizes that personal traits of punctuality and dependability are important factors in facilitating the work of others in an occupational setting or civic group.

Learning Experiences

LEARNING EXPERIENCE A: (Home Economics, Industrial Arts) P

(individual attendance records, newspapers, reference materials dealing with job success, for example: a) "Holding a Job and Winning a Promotion," Society for Visual Education, b) Getting Ahead on Your Job, B'nai B'rith Vocational Service, c) What Employers Want by J. Warthy, Science Research Associates, d) A Teenager's Guide to Job Success, Cribben and Sexton Co.)

1. Have learners study their records of school attendance. Pose the question (without demanding an answer): "Do you measure up in the areas of punctuality and dependability?"

2. Have learners read/view and discuss reference materials.

3. Have learners look through the Help Wanted ads in the newspaper and list the jobs that mention some preference for specific personal traits.

4. Have learners discuss the importance of punctuality and dependability in a job setting.

(Adapted from Guidance Curriculum Guide: Career Development, Intermediate Level, Publication No. TAC 71-3815, p. 73, Hawaii State Department of Education, Office of Instructional Services, Honolulu)

LEARNING EXPERIENCE B: (Typing) E

1. Have learners type an imaginative essay on the topic: "A School Without Bells" and consider why, in organizations such as schools, the functioning of the entire system depends upon the cooperation and punctuality of each individual.

2. Ask volunteers to read their compositions to the class for further discussion.

(Adapted from Guidance Curriculum Guide: Career Development, Intermediate Level, Publication No. TAC 71-3815, p. 73, Hawaii State Department of Education, Office of Instructional Services, Honolulu)

LEARNING EXPERIENCE C: (English) P

(poem: "Social Security (#129-34-7805)" by Williams, Arthur E. from Stuff, edited by Herbert Kohl and Victor Hernandez Cruz, World Publishing Co.)

1. Have learners read the poem "Social Security (#129-34-7805)."

2. Have learners discuss the feeling that is expressed in the poem, and how they might cope with this when they feel the same way.

LEARNING EXPERIENCE D: (Social Studies) E

1. Have learners invite a panel of experienced people to discuss how such personal attributes as punctuality and dependability relate to success on the job.

2. Have learners demonstrate good work habits in the school setting, and periodically evaluate their success in achieving high standards of punctuality and dependability.

(Adapted from Official Occupational Skills Program Handbook-Vocational-Technical Education, A Handbook for the Occupational Skills Program for Special Education Students, p. 31, 1971, Hawaii State Department of Education, Office of Instructional Services, Honolulu)

LEARNING EXPERIENCE E: (Industrial Arts, Typing, Home Economics) P

(notebooks, pens or pencils)

1. Have learners discuss what the terms punctuality and dependability means to them, and how they see these traits contributing to smooth working relationships among people.

2. Have learners keep notebooks on themselves for one week, in which they record the following information:

   (a) Was I late for anything today? If so, how did it happen?
   (b) Was anyone counting on me to do anything today that I forgot or did badly?
   (c) Was anyone else late for anything I attended?
   (d) Was anyone else undependable in a situation where I was counting on him/her?

3. At the end of the week, have learners type or write up their reports into a statement to be submitted to the teacher confidentially. Have learners include in the statement an evaluation of themselves according to the criteria of dependability and punctuality.

4. Have learners discuss the value of the two traits again, after the week of observation has passed, and state whether their opinions are the same as they were. Discuss how these traits are related to job success or failure.

LEARNING EXPERIENCE F: (Social Studies) E

(Reader's Guide to Periodical Literature)

1. Have learners use the Reader's Guide to Periodical Literature to find recent magazine articles about absenteeism in American industry.

2. Have learners cite reasons for the phenomenon and report on efforts made by progressive manufacturers to remedy the situation.

3. Have learners discuss whether they feel the employee has an obligation to be punctual and dependable even if the job is boring. Have learners consider alternatives open to the employee: bringing the grievance to his/her union, seeking another job.

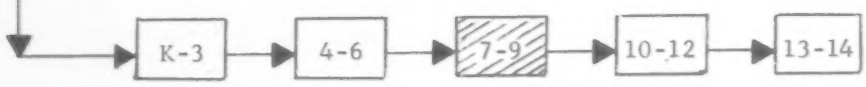
Evaluation

Teacher-made test, essay. Each learner will write an appraisal of his/her punctuality and dependability.

PART III

REPORT OF PROJECT DEVELOPMENT

This part of the guide presents a description of the systems approach which was used in planning and administering this project. The design for the systems model was formulated apart from the project operation.



PART III

REPORT OF PROJECT DEVELOPMENT

The Hawaii Career Development Continuum Project was initiated in April, 1972 in response to a recognized need for a statewide conceptual framework with implementing guidelines for a comprehensive program of vocational guidance and career development. The project mission was the design of a conceptual framework for a career development continuum from Kindergarten through Grade 14, and the production of curriculum guides for four grade levels: Kindergarten to Grade 3, Grades 4 to 6, Grades 7 to 9, and Grades 10 to 12. It is recognized that the omission of the career development curriculum guide for Grades 13 and 14 constitutes a major gap in the total system design for delivery of career development experiences which meet the needs of children and youth in the State. Until a curriculum guide in career development for Grades 13 and 14 is completed, the conceptual model of the career development continuum cannot be implemented completely.

A systems approach was implemented in planning and conducting the Hawaii Career Development Continuum Project. It was intended that by using a systematic approach in conducting the Project the result would be the accomplishment of goals to meet the needs of the learners and the community by making the best possible utilization of available resources at the most desirable cost-benefit ratios. It also was intended that the systems approach in conducting the Project would result in a unified whole for delivery of career development to Hawaii's schools. The delivery system incorporates teacher training, counselor preparation, administrator training, materials development, and a curriculum.

Implementation of the systems approach for planning and conducting the Hawaii Career Development Continuum Project was accomplished by adapting the generalized systems model which was developed by Ryan in 1965 and subsequently used by Ryan in connection with development of models for vocational education, counseling and guidance, and corrections. Ryan's generalized model is explained in detail in a number of publications, including the following:

> Systems design in the development of counseling and guidance programs. Personnel and Guidance Journal, 1970, 49, 39-45. (With R. E. Hosford)
>
> Educational management by systems techniques in corrections. Educational Technology, 1972, 12, 18-26.
>
> Organization and administration of guidance services. Danville, Illinois: Interstate Printers and Publishers, 1972. (With F. R. Zeran)

Implementation of the generalized model involved a seven step process:

1. Analysis of the existing situation;

2. Establishment of a philosophy;

3. Assessment of needs;

4. Definition of goals, subgoals, and objectives;

5. Formulation of a plan;

6. Production and implementation of curriculum guides;

7. Evaluation of process and products.

A flowchart model showing the sequence and relationships of the seven steps implemented in conducting the Hawaii Career Development Continuum Project is given in Figure 5.

ANALYZE REAL LIFE ENVIRONMENT (1.0)

Inspection of Figure 5 reveals that the first step taken was the analysis of the real life situation. Action on the Hawaii Career Development Continuum Project was initiated April 26, 1972. The first of May all project resources were directed to making an analysis of the existing situation. This involved identifying the setting, determining the nature of existing program and related training activities, and identifying the characteristics of the target population. It was deemed essential to determine at the onset personnel and programs related to career development in the schools and the community; to determine the status and projections for the comprehensive guidance program plan; and to describe the needs and characteristics of the learner population. This was accomplished by gathering information from school personnel, teacher-counselor-administrator, training personnel, community groups, employer/labor organizations, parents, and learners. The result of this analysis was a definition of the existing situation in Hawaii, so a system of delivery of career development services could be built upon and integrated with programs already in operation.

The analysis revealed strengths and weaknesses. It was found that guidance in the schools of Hawaii had been a matter of concern for several decades. The State Department of Education and the State and Territorial Legislatures had focused attention on the guidance program and counseling services over the years in an effort to achieve continuing improvement, to better meet the needs of the children and youth, and to contribute to the social well-being of the state.

The 1970 Annual Report of Program of Guidance, Counseling, and Testing in the State of Hawaii documented the lack of a statewide conceptual framework for guidance and pointe to areas of weakness in counseling services. The Program Planning and Budgeting System evaluation of guidance showed major emphasis in counseling was being placed on individual counseling at the cost of failure to reach all learners. Little counseling time was being devoted to liaison with agencies, consultative

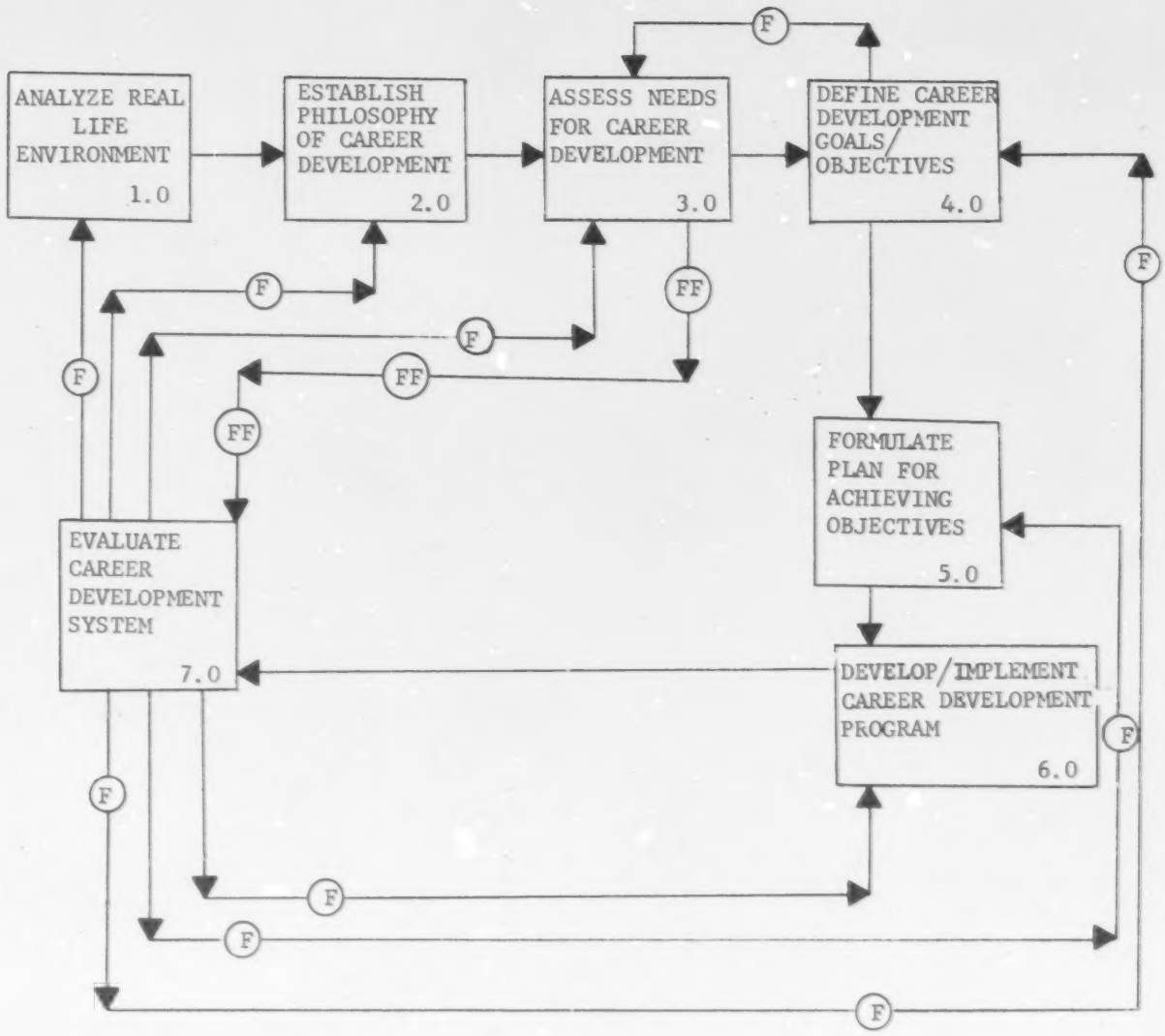

ANALYZE REAL LIFE ENVIRONMENT 1.0
ESTABLISH PHILOSOPHY OF CAREER DEVELOPMENT 2.0
ASSESS NEEDS FOR CAREER DEVELOPMENT 3.0
DEFINE CAREER DEVELOPMENT GOALS/ OBJECTIVES 4.0
FORMULATE PLAN FOR ACHIEVING OBJECTIVES 5.0
DEVELOP/IMPLEMENT CAREER DEVELOPMENT PROGRAM 6.0
EVALUATE CAREER DEVELOPMENT SYSTEM 7.0
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Figure 5
System for Conducting
Hawaii Career Development Continuum Project*

*Adapted from generalized system model developed by T. A. Ryan. For more complete description of the model, see Educational management by systems techniques in corrections. Educational Technology, 1972, 12, 18-26.

work with instructional personnel, group work with learners to help them in self-concept development, and educational and vocational decision-making.

A 1971 Hawaii State Counselors Association survey revealed that much of the school time of the certified counselors was being used in activities other than counseling, consulting, and coordination. The Intermediate Task Force of the Youth Services Committee of the Mental Health Association reported in June, 1971 that (1) the description of the role and function of counselor varied from state to district to school level, and also varied from school to school; (2) the referral system was inadequate; (3) counselor knowledge of community agencies was uneven; and (4) counselors were devoting unequitable amounts of time to non-counseling related clerical duties. In May, 1972, in testimony regarding program planning and budgeting recommendations for guidance and counseling, the Superintendent of the Department of Education noted the need to develop a statewide guidance program in educational/career development.

Analysis of the situation revealed lack of a strong articulation across grade levels, and integration across disciplines was not complete. The training and preparation of teachers, administrators, and counselors were not completely related to the school situation and program activities. The Program Planning and Budget System Evaluation revealed that instruction and dissemination of educational and vocational information were not adequate to reach all learners. It was found that only 16 percent of the intermediate schools and 26 percent of the high schools regularly provided units on the world of work in the curriculum. Only 6 percent of the intermediate schools and 10 percent of the high schools regularly included visitations to observe work situations. None of the intermediate schools and only 13 percent of the high schools regularly had parent participation in educational/career conferences. In the intermediate schools, only 3 percent provided regular instruction on admissions, financial aid, and employment. None of the intermediate schools regularly scheduled career conferences.

The analysis revealed a lack of complete coordination of services related to orientation, to educational and occupational requirements and opportunities, despite the stipulation in the Hawaii Foundation Program for a coordinated and complete program in these areas. It was found that instruction, guidance, and administrative functions in the schools were not totally integrated.

The initial analysis revealed that all learners in the state were not being equipped with the knowledge, skills, and attitudes required for maintaining healthy social relationships, achieving self-realization, implementing civic responsibilities, and becoming economically efficient. Not all learners were developing the communication, interpersonal relationship, decision-making, occupational and problem-solving skills needed for achieving satisfying and productive social and economic life roles.

The analysis revealed strengths as well as weaknesses. It was found that efforts were being made which coincided with or were compatible with career development. A world of work vocational guidance program in junior high schools was being offered. Guidance units in secondary schools were being included, usually in vocational-technical courses. Elective or required courses in guidance were being included in the secondary curriculum in some schools. Curriculum guidelines were developed for upper elementary and intermediate grades. Two resolutions passed in 1972, H.R. 97 and H. C. R. 16, recognized the need for a comprehensive counseling and guidance program which would include vocational-technical counseling and occupational-college guidance. A comprehensive guidance program for the state was being developed by the Task Force on Guidance and Counseling.

The analysis resulted in identifying many bits and pieces of career development being implemented in programs of elementary and secondary schools. The major problem was a lack of coordination. The need was for articulation across levels and integration across areas. This analysis of the existing situation constituted the first step in implementing a systems approach to conducting the Hawaii Career Development Continuum Project, and provided the basis for designing a conceptual model with implementing guides which would build on the strengths of the existing system and at the same time overcome weaknesses or bridge gaps inherent in the operation.

ESTABLISH PHILOSOPHY (2.0)

The flowchart model in Figure 5 shows the second step of the Project was the establishment of a philosophy. This resulted in the rationale which is presented in Chapter II. The essence of the philosophy is expressed in a set of basic assumptions about the learner, the nature of career development, effective interventions to achieve career development, and the environment in which career development is realized. These assumptions are:

Every individual has the right to develop to the maximum his/her capacity for considered risk-taking.

Every individual has the right to clarify and refine his/her knowledge about self and his/her aspirations through planned assessment and evaluation.

Every individual has the right to gain a clear understanding of careers, have an opportunity to explore career options, and be prepared for career implementation.

Every individual has the right for participation in various skill activities before making decisions concerning specific skill area.

Every individual has the right to develop a clear understanding of the relationship between the educational process and career development.

Career development is a process of individual growth to vocational maturity and self-identity.

Career development is an ongoing process from infancy through maturity.

Career development is subject to modification to facilitate the development of self- and career-identity.

Career development is implemented through career awareness, career exploration and goal-setting, skill preparation, placement, and follow-up.

Career development is concerned with self, civic, social, and economic development.

Effective interventions focus on interaction of academic and vocational education, guidance and work experience.

Effective interventions include inputs from learners, school personnel, parents, community groups, labor, industry, and business.

Effective interventions provide activities according to the individual's developmental level.

Effective interventions provide an opportunity to articulate facets of particular jobs and to expand this knowledge to other careers.

Effective interventions provide an opportunity for participation in group learning and guidance.

Effective interventions are part of a total curriculum which is totally articulated and integrated, laterally across school and community, involving all departments, and vertically from pre-school through adult education.

Preparation for work is a major objective of education.

Rapid technological and social change will continue to make it necessary to prepare youth and adults to use technology for the benefit of the individual and society.

Children and youth must be able to relate to the adult world of work, equipped to assume civic responsibility, capable of personal usefulness and satisfaction, and able to establish and maintain social relationships.

ASSESS NEEDS (3.0)

The third step (See Figure 5) in the systems approach to operation of the Hawaii Career Development Continuum Project consisted of a needs assessment.

Any program must be developed to meet existing needs. It was essential to determine what was needed in order to make the ideal career development program become a reality. The needs assessment was made by processing information from students, school personnel, parents, and community groups to determine the extent to which beliefs expressed in the philosophy were being implemented in the existing program of activities.

This was accomplished by comparing the existing situation, depicted in the analysis of the real life environment (1.0) with the ideal situation, as conceptualized by the set of beliefs or assumptions establishing the basic frame of reference or philosophy of career development (2.0). When this comparison of real against ideal was made for Hawaii, a set of needs emerged.

The needs assessment revealed gaps in the existing vocational guidance, vocational-technical education, and academic areas. There was a lack of clear definition of the counselor role. There was a lack of a systematic structure relating administration, instruction, and guidance to produce career development for all children and youth in the state. Guidance was not geared to total person development. The system of education in Hawaii was not tightly interrelated across disciplines. The articulation from level to level was not adequate. Learning activities were not adapted to developmental levels of all learners. The resources of school and community were not directed in a systematic fashion toward achievement of career development goals. The selection of goals, analysis of goals to establish priorities, and selection of the most efficient and acceptable strategies for achieving career development goals were not being done systematically. There was a lack of a planned program to integrate and combine elements of self-appraisal, self-understanding, educational planning, academic preparation for work, attitudes toward work, and occupational exploration.

The Hawaii Foundation program for the public schools of the state mandates that each school shall provide academic and occupational orientation activities. This ideal was not being realized in all the schools. The counseling services were constrained by lack of a comprehensive plan for career development, lack of supportive instructional programs in career development, and inadequate professional preparation and experience.

DEFINE GOALS (4.0)

The fourth step (See Figure 5) in the systems approach to the Hawaii Career Development Continuum Project was the definition of goals. The definition of the goals was accomplished by looking at needs, and deciding what must be accomplished to satisfy the assessed needs. Goals were defined to reflect desired outcomes in terms of both program and individual. These broadly defined goals were translated to subgoals and objectives.

In the Hawaii Career Development Continuum Project, two sets of goals and objectives were defined. The program goals were expressed in terms of the project purpose, with implementing objectives. The product goals were defined in terms of expected outcomes for the individuals in grades K through 14 who will experience the career development interventions.

Project goals

The program goals were defined by two major purposes with implementing objectives:

Purpose 1: Design of conceptual model for a career development continuum, K-14

Objective 1. To assess present status and practices relating to career development and vocational guidance, K-14, in Hawaii public schools.

Objective 2. To review and study latest developments and trends in vocational guidance and determination of applicability of these elements to the Hawaii model.

Objective 3. To study the existing organizational structure for vocational guidance and related practices to determine appropriateness for inclusion in the Hawaii conceptual model.

Objective 4. To evaluate the foundation program in terms of the approach to vocational guidance and career development.

Objective 5. To identify elements and relationships which combine to create a career development, K-14, continuum.

Objective 6. To synthesize elements into a statewide, systematic career development model.

Purpose 2: Production of implementation guides for career development, K-14

Objective 1. To identify existing curriculum guides and multi-media approaches to career development learning.

Objective 2. To relate existing guides to the conceptual model of career development.

Objective 3. To identify elements for delivery systems of career development at K-3, 4-6, 7-9, 10-12, and 13-14 levels.

Objective 4. To synthesize prototype curriculum guides for career development, K-3, 4-6, 7-9, and 10-12. Prototype guides for 13-14 will be developed to complete the sequence.

Objective 5. To try out guides in selected situations.

Objective 6. To evaluate guides prior to full scale implementation developed through an iterative process of analysis and synthesis. A work

conference, held in June 1972, was devoted to the initial definition of goals and subgoals of career development for the children and youth of Hawaii. Subsequent work sessions, devoted to operationalizing the subgoals, resulted in the definition of learner objectives to implement each subgoal.

Career development goals

Four major goals compatible with the framework of developmental tasks were identified as essential to the achievement of a healthy career development of the individual: (1) achievement of self-realization; (2) development of capability to maintain social relationships; (3) development of capability to fulfill civic responsibility; and (4) development of capacity to achieve economic efficiency through producer and consumer roles. The goals, subgoals, and objectives developed for the five developmental levels--K-3, 4-6, 7-9, 10-12, and 13-14, are described in Part I, Chapter IV.

FORMULATE PLAN (5.0)

Inspection of Figure 5 shows the fifth step in the systems approach to the Hawaii Career Development Continuum Project was the identification and evaluation of alternatives to accomplish the project purposes and objectives. Once goals and objectives were defined, alternative means for achieving the desired outcomes had to be identified. The alternatives were evaluated in terms of costs and benefits, so the procedures most likely to optimize outcomes would be implemented. In formulating a plan, it was essential to consider resources as well as constraints in the existing situation. The idea was to make optimum utilization of resources, and to find feasible ways for overcoming obstacles in the way of efficient project operation. It was important to think of tradeoffs which could be made. The end result of formulating a plan was the organization for delivering a career development continuum to implement the product goals, subgoals, and objectives defined in (4.0) (See Figure 5) to achieve career development of individual learners in the schools of Hawaii. The conceptual model and delivery system design which were developed are presented in Part I, Chapter III.

IMPLEMENT PROGRAM (6.0)

Examination of Figure 5 reveals seven steps in the systems approach to conduct the Hawaii Career Development Continuum Project. The first five steps were completed between May 1, 1972 and December 31, 1972. The first efforts to carry out Step 6, Development and Implementation of the Program, began January 1, 1973. The sixth step in the systems approach for delivery of career development services in Hawaii was concerned with operationalizing the plan developed in (5.0). In essence, the first five steps were concerned with program development. The sixth step was concerned with program operation, which was accomplished by carrying out the activities specified in the plan for delivery of services. This entailed the design of curriculum guides, and use of hardware, software, methods, and techniques according to the specifications in the guides. The development of

materials and training of personnel will be accomplished in Phase III of the Career Development Continuum Project. The development of prototype curriculum guides for levels K-3, 4-6, 7-9, and 10-12 was accomplished between January 1, 1973 and June 30, 1974.

EVALUATE PROGRAM (7.0)

Inspection of Figure 5 reveals that evaluation is the last step in the systems approach to program operation. Evaluation is the process of assessing the effectiveness or worth of a planned intervention. This is accomplished by determining the extent to which a purposefully contrived program achieves its objectives, and by relating the achievement of objectives to program variables. Evaluation points up strengths and weaknesses in the program, and provides the basis for continuing improvement. Both summative and formative evaluation are essential.

In the Hawaii Career Development Continuum Project, evaluation is built into the delivery system design to provide for a) continuing monitoring of the career development interventions in the schools, and b) direct and continuing revision of curriculum guides. The career development continuum is evaluated in terms of its effectiveness in preparing children and youth of Hawaii to be fully functioning, productive members of society. These are individuals who have achieved self-fulfillment, are capable of maintaining self and dependents, are responsible to the demands of citizenship, and are capable of establishing and maintaining healthy social relationships. The career development curriculum is designed to achieve this through implementation of a career development continuum extending across levels from Kindergarten through Grade 14. Since no single school or specific area is responsible for the entire process, evaluation of the effectiveness of the curriculum requires continuing evaluation of 1) inputs to the system, 2) the process of planned interventions, 3) outputs from the system, and 4) long-term outcomes of the system.

The measurement of <u>inputs</u> is made prior to implementing the curriculum in a school situation. These measurements establish the knowledge, skills, and attitudes or values related to career development which the learners have before the curriculum is introduced. Other input factors which are measured include educational resources allocated to implement the curriculum needs, resources and employment opportunities in the community.

The evaluation of <u>process</u> is made at each stage of the curriculum; K-3, 4-6, 7-9, 10-12. It includes rating of the content, methods, techniques, hardware, software, community participation, and information dissemination. The curriculum guides are evaluated on the extent to which the guides are considered worthwhile to use, adequate in content coverage, easy to understand, easy to use, and relevant to career development.

<u>Outputs</u> are knowledge, skills, and attitudes of learners as they progress through the system. The outputs from the career development curriculum are the knowledge, skills, and attitudes defined by the career development subgoals. The outputs from one level become inputs to the next level. Outputs from the K-3 level become the inputs to the 4-6 level; outputs from the 4-6 level become inputs to the 7-9 level; outputs from

the 7-9 level become inputs to the 10-12 level; and outputs from the 10-12 level become inputs to the labor market, level 13-14, or higher education. At each level measurement or evaluation must be made, at the conclusion of the career development curriculum for that level, to determine the knowledge, skills, and attitudes of the learners in relation to the subgoals of career development.

Outcomes are the long-term results of career development. They are the interactions of outputs with the environment, and are measured in terms of the success with which the individuals cope with the environment. Outcomes refer to the total career development curriculum. The outcomes of a career development curriculum should be job success, job satisfaction, personal fulfillment, meeting one's responsibilities as a citizen, and maintaining healthy social relationships in the home, on the job, and in the community.

Evaluation is a process, not a single event. Any process extending over any period of time demands coordination and logical organization. Evaluation is based on information collected through use of standardized instruments, informal tests, observation, or interview. The information is intended to give an idea of what actually exists, and this is compared against the desired outcomes as defined by the program goals and objectives. Evaluation is designed to direct future changes, developments, and improvements, and provides the basis for decision-making.

Categories of information relevant to evaluation of input, output, and process have been defined for the Career Development Continuum Project and include the following:

1. Input and output variables: learner knowledge, skills, and attitudes

   Knowledge of self
   Knowledge of careers
   Knowledge of career options
   Understanding decision-making process
   Understanding relationship between education and work
   Understanding occupational classification
   Understanding the importance of rules and regulations
   Skill in making realistic career choices
   Skill in goal-setting
   Skill in value-clarification
   Skill in job-seeking
   Skill in interpreting feelings of others in a group
   Appreciation for the worth and dignity of work

2. Process variables

   Teacher participation
   Counselor participation
   Parent participation
   Administrator participation
   Community participation

Facilities
Hardware
Software
Program content
Methods and techniques
Time

The sources from which information can be gathered include the following:

Learners
Teachers
Counselors
Administrators
Parents
Employers

The instruments and techniques for collecting information include:

Oral quizzes for learners in Kindergarten to Grade 3, to measure knowledge, skills, and attitudes
Objective tests for learners in Grades 4 to 12, to measure knowledge, skills, and attitudes
Questionnaires to measure participation of teachers, counselors, administrators, parents, and community
Questionnaires to rate facilities
Questionnaires to rate hardware and software
Questionnaires to assess program content
Questionnaires to assess methods and techniques
Questionnaires to measure time.

Evaluation of Career Development Continuum Phases I and II

Evaluation of Phases I and II of the Hawaii Career Development Continuum Project was made through self-evaluation and outside audit to determine the extent to which the purposes were achieved. Two purposes were defined for the Project: 1) development of a conceptual model; and 2) designing of prototype curriculum guides for kindergarten to grade 3, grades 4-6, grades 7-9, and grades 10-12.

Continuous evaluation is a necessary and important factor in achieving the goal of aiding learners in becoming fully functioning persons capable of realizing successful career development, and must continue to be an integral part of the Hawaii Career Development Continuum.

Evaluation of Conceptual Model

An objective, outside evaluation of the conceptual model was made by two independent evaluators. Additional self-evaluation was made by a team of three project staff members. Evaluative criteria were defined as: 1) quality of conceptualizing ideas, and 2) adequacy of presenting the model. An objective rating form was completed by each evaluator.

Evaluation results and comments were analyzed and formed the basis for revision of the conceptual model by project staff members.

Evaluation of Curriculum Guides

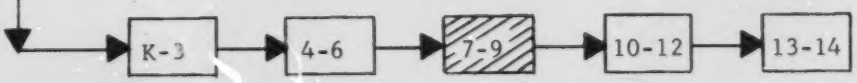
The four prototype curriculum guides were pilot tested at all grade levels in three school settings in Hawaii: Kaimuki, Konawaena, and Waianae. A total of 40 teachers and counselors participated in the pilot test. Pilot test results were returned to project staff, who in turn, analyzed the results, and incorporated refinements and revisions into the four curriculum guides.

The results of the outside and self-evaluations were combined with results of the pilot test and were used to make adjustments and revisions in the subgoals, objectives, learning experiences, and measurement procedures specified in the prototype guides.

APPENDICES

SUPPLEMENTARY MATERIALS

The appendices contain three sections: a) listings of sources for obtaining materials to implement career development learning experiences; b) a glossary of terms; and c) a subject index.



APPENDIX A

SOURCES FOR OBTAINING MATERIALS

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APPENDIX A-1

CAREER EDUCATION BIBLIOGRAPHY

Listed below are some of the many career education resources available today. This is not a comprehensive listing of available materials, but it does include some of the most utilized and useful resources available to teachers. Whenever possible, ordering information and prices, effective in June, 1974, have been included.

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Wisconsin Department of Public Instruction. K-12 guide for the integration of career development into local curriculum. Madison: Wisconsin Department of Public Instruction, 1971.

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Worthington, R. M. The implications of career education for the adult education in the United States. Paper presented at the Third UNESCO International Conference on Adult Education, Tokyo, 1972.

Worthington, R. M. Why career education? School Shop Magazine, 1972, 31, 37-39.

Wykle, J. H. Career education: Facts and expectations. American Vocational Journal, 1972, 47, 50-56.

Zaccaria, J. S. Some aspects of developmental guidance within an existential context. Personnel and Guidance Journal, 1969, 47, 440-445.

APPENDIX A-2

CAREER EDUCATION PERIODICALS

Abstracts of Instructional Materials in Vocational and Technical Education (AIM)
The Center for Vocational and Technical Education
The Ohio State University
1900 Kenny Road
Columbus, Ohio 43210

American Education ($4.50/yr.)
Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

American Vocational Journal ($4.00/year)
American Vocational Association, Inc.
1025 15th Street, N. W.
Washington, D. C. 20005

Business Education Forum
National Business Education Association
1201 Sixteenth Street, N. W.
Washington, D. C. 20006

Beacon Magazine
Sturgis Printing Company
537 Ahui Street
Honolulu, Hawaii 96813

Career Education Digest ($10.00/yr.)
Education Properties, Inc.
P. O. Box DX
Irvine, California

Career Education News ($3.00/yr.)
McGraw Hill Institutional Publications
230 West Monroe Street
Chicago, Illinois

Career World ($2.95/yr.)
Curriculum Innovations, Inc.
501 Lake Forest Avenue
Highwood, Illinois 60040

Industrial Education ($5.50/yr.)
CCM Professional Magazines
Box 1616
Riverside, New Jersey 08075

Inform
National Career Information Center
1607 New Hampshire Avenue, N.W.
Washington, D. C. 20009

Illinois Career Education Journal
1035 Outer Park Drive
Springfield, Illinois 62706

Manpower ($7.50/yr.)
Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

Monthly Review
Bank of Hawaii
Financial Plaza of the Pacific
Honolulu, Hawaii 96813

Occupational Outlook Quarterly ($1.50/yr.)
U. S. Government Printing Office
Division of Public Documents
Washington, D. C. 20402

Science
American Association for the Advancement of Science
1515 Massachusetts Avenue
Washington, D. C. 20005

* Prices effective June, 1974.

APPENDIX A-3

CAREER EDUCATION KITS AND GAMES

The Acro-Rosen Career Guidance Series (grades K-12)*
Arco Publishing Company, Inc.
219 Park Avenue, S.
New York, New York 10003
$59.95

Business Careers Kit (grades 10-12)
Houghton Mifflin Company
Dept. M
110 Tremont Street
Boston, Massachusetts 02107

Career Development (grades 7-14)
Educational Development Corporation
P. O. Drawer 1007
Lakeland, Florida 33802
$225.00

Career Exploratory Kit (grades 7-12)
Houghton Mifflin Company
Dept. M
110 Tremont Street
Boston, Massachusetts 02107

Career Game (grades 7-14)
Educational Development Corporation
P. O. Drawer 1007
Lakeland, Florida 33802
$78.50

Career Information Kit (grades 9-12)
Science Research Associates
1710 Punahou Street, #101
Honolulu, Hawaii 96822
$246.00

DAT Career Planning Program (grades 10-12)
The Psychological Corporation
304 East 45th Street
New York, New York 10017
$125.00

Deciding: A Leader's Guide (grades 7-9)
Publication Order Department
College Entrance Examination Board
Box 592
Princeton, New Jersey 08540
$2.00

Desk Top Career Kits
(senior high - $125.00,
junior high - $114.00)
Houghton Mifflin Company
Dept. M
110 Tremont Street
Boston, Massachusetts 02107

Developing Understanding of Self and Others (DUSO) Kits (grades K-4)
American Guidance Service, Inc.
Publishers Building
Circle Pines, Minnesota 55014
$95.00

Dynamic Consumer Decision-Making (grades 9-12)
Educational and Consumer Relations Department
J. C. Penney Company, Inc.
Avenue of the Americas
New York, New York 10019

Focus on Self-Development (grades K-6)
Science Research Associates
1710 Punahou Street, #101
Honolulu, Hawaii 96822

Hello World! (grades 7-12)
Field Educational Publications, Inc.
1423 Ala Aolani Street
Honolulu, Hawaii 96819

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*Suggested grade levels follow each title.
Prices effective June, 1974.

A Highway to Work and Play (grades K-6)
McKnight Publishing Company
Dept. EB
Box 854
Bloomington, Illinois 61701
$32.00/level - 6 levels

Job Experience Kits (grades 8-12)
Science Research Associates
1710 Punahou Street, #101
Honolulu, Hawaii 96822
$140.00

Life Career Game (grades 7-12)
Educational Materials Center
Palo Alto Unified School District
25 Churchill Avenue
Palo Alto, California 94306
$6.00

Motivation for Career Success
(grades 7-12)
Education Achievement Corporation
P. O. Box 7310
Waco, Texas 76710

Occupational Exploration Kit
(grades 9-12)
Science Research Associates
1710 Punahou Street, #101
Honolulu, Hawaii 96822
$123.00

Professional Careers Kit (grades 10-12)
Houghton Mifflin Company
Dept. M
110 Tremont Street
Boston, Massachusetts 02197
$75.00

Search for Values (grades 9-12)
Pfloum/Standard
38 West Fifth Street
Dayton, Ohio 45402
$45.00

Widening Occupational Roles Kit
(WORK) Program (grades 6-9)
Science Research Associates
1710 Punahou Street, #101
Honolulu, Hawaii 96822
$180.00

APPENDIX A-4

SOURCES FOR OBTAINING INFORMATION ON SPECIFIC OCCUPATIONS

This section is divided into two parts: Section a lists titles of some of the commercially available materials dealing with specific occupations; Section b lists, by occupational cluster, some of the organizations from which information can be obtained.

Section a SOURCES OF INFORMATION ON SPECIFIC OCCUPATIONS

"Career Information Kit"
Science Research Associates
1710 Punahou Street, #101
Honolulu, Hawaii 96822
$232.00

"Career Profiles" (450 careers)
Vocational Biographies, Inc.
Sauk Center, Minnesota 56378
$180.30

"Career Resource Bibliographies"
National Career Information Center
1607 New Hampshire Avenue, N. W.
Washington, D. C. 20009
$25.00/annually

Concise Handbook of Occupations
J. G. Ferguson Publishing Company
Six North Michigan Avenue
Chicago, Illinois 60602
$21.95

A Guide to Occupations in Hawaii
Christine Sakaguchi (ed.)
Career Information Center
707-A Waikamilo Road
Honolulu, Hawaii
(841-4555)

Handbook of Job Facts (300 careers)
Science Research Associates
1710 Punahou Street, #101
Honolulu, Hawaii 96822
$5.60

"Occupational Briefs" (80 careers)
Science Research Associates
1710 Punahou Street, #101
Honolulu, Hawaii 96822
$41.50/annually

"Occupational Profiles"
(14,000 careers)
Johnson Publishing Company
428 South Wilbur
Mesa, Arizona 85202
$25.00

On The Job (65 careers)
J. G. Ferguson Publishing Company
Six North Michigan Avenue
Chicago, Illinois 60602
$7.95

"Popeye the Sailor Career
Awareness Booklets"
King Features
235 East 45th Street
New York, New York 10017
15 booklets, $ .25/each

Section b SOURCES OF INFORMATION ON OCCUPATIONAL CLUSTERS

AGRI-BUSINESS AND NATURAL RESOURCES

American Dairy Association
20 North Wacker Drive
Chicago, Illinois 60606

American Forestry Association
1319 Eighteenth Street, N. W.
Washington, D. C. 20036

American National Cattlemen's Assoc.
1001 Lincoln Street
Denver, Colorado 80201

American Society of Agronomy
677 South Segoe Road
Madison, Wisconsin 53711

American Society of Animal Science
39 Sheridan Avenue
Albany, New York 12210

American Veterinary Medical Association
600 South Michigan Avenue
Chicago, Illinois 60605

National Association of County Agricultural Agents
506 County Administration Building
Atlanta, Georgia 30303

National Dairy Council
111 North Canal Street
Chicago, Illinois 60606

National Wildlife Federation
1412 Sixteenth Street, N. W.
Washington, D. C. 20036

Soil Conservation Society of America
7515 Ankeny Road
Ankeny, Iowa 50021

BUSINESS AND OFFICE OCCUPATIONS

Accounting Careers Council
National Distribution Center
P. O. Box 650, Radio City Station
New York, New York 10019

American Institute of C.P.A.'s
666 Fifth Avenue
New York, New York 10019

American Statistical Association
810 Eighteenth Street., N. W.
Room 703
Washington, D. C. 20006

Institute of Life Insurance
277 Park Avenue
New York, New York 10017

National Business Career Center
3839 White Plains Road
New York, New York 10467

National Business Education Association
P. O. Box 17402
Washington, D. C. 20041

National Secretaries Association
616 East 63rd Street
Kansas City, Missouri 64110

National Small Business Association
Education Committee
1225 Nineteenth Street, N. W.
Washington, D. C. 20036

Office Education Association
20 Leland Avenue
Columbus, Ohio 43214

COMMUNICATIONS AND MEDIA

Advertising Federation of America
655 Madison Avenue
New York, New York 10021

American Association of Advertising Agencies, Inc.
200 Park Avenue
New York, New York 10017

American Newspaper Publishers Association
750 Third Avenue
New York, New York 10017

American Photoengravers Association
166 West Van Buren Street
Chicago, Illinois 60604

American Telephone and Telegraph
195 Broadway
New York, New York 10002

Communications Workers of America
1925 K Street, N. W.
Washington, D. C. 20006

Graphic Art Industry, Inc.
Education Council
4615 Forbes Avenue
Pittsburgh, Pennsylvania 15213

National Alliance of Television Associations
5908 South Troy Street
Chicago, Illinois 60629

National Association of Broadcasters
1771 N Street, N. W.
Washington, D. C. 20036

Newspaper Comics Council, Inc.
260 Madison Avenue
New York, New York 10016

Printing Industries of America, Inc.
20 Chevy Chase Circle, N. W.
Washington, D. C. 20015

Professional, Commercial and Industrial Markets Division
Eastman Kodak Company
Rochester, New York 14650

Professional Photographers of America, Inc.
1090 Executive Way
Des Plaines, Illinois 60018

Sigma Delta Chi
Professional Journalistic Society
35 East Waker Drive
Chicago, Illinois 60601

CONSTRUCTION

Associated General Contractors of America, Inc.
1957 E Street, N. W.
Washington, D. C. 20006

American Society of Civil Engineers
345 East 47th Street
New York, New York 10017

General Building Contractors Association, Inc.
#2 Penn Center Plaza, Suite 1212
Philadelphia, Pennsylvania 19102

National Electrical Contractors Association
1220 Eighteenth Street, N. W.
Washington, D. C. 20036

Painting and Decorating Contractors Association of America
2625 West Peterson Avenue
Chicago, Illinois 60605

National Society of Professional Engineers
2029 K Street, N. W.
Washington, D. C. 20006

CONSUMER AND HOMEMAKING EDUCATION

American Home Economics Association
1600 Twentieth Street, N. W.
Washington, D. C. 20009

National Consumer Finance Association
1000 Sixteenth Street, N. W.
Washington, D. C. 20036

ENVIRONMENT

American Association of Nurserymen, Inc.
835 Southern Building
Washington, D. C. 20005

American Congress on Surveying and Mapping
Woodward Building
Washington, D. C. 20005

American Forestry Association
1319 18th Street, N. W.
Washington, D. C. 20036

American Geological Institute
2201 N Street, N. W.
Washington, D. C. 20037

American Meteorological Society
45 Beacon Street
Boston, Massachusetts 02108

American Society for Horticulture Science
P. O. Box 109
St. Joseph, Michigan 49085

American Society of Range Management
Box 133302
Portland, Oregon 97213

Association of American Geographers
1146 Sixteenth Street, N. W.
Washington, D. C. 20036

Botanical Society of America
Department of Botany
Indiana University
Bloomington, Indiana 47401

Bureau of Land Management
Denver Service Center
Federal Center Building 50
Denver, Colorado 80225

National Recreation and Park Association
1700 Pennsylvania Avenue, N. W.
Washington, D. C. 20006

Soil Conservation Society of America
7515 N. E. Ankeny Road
Ankeny, Iowa 50021

FINE ARTS AND HUMANITIES

American Ceramic Society
4055 North High Street
Columbus, Ohio 43214

American Music Center
2109 Broadway, Suite 1579
New York, New York 10023

American Society of Composers, Authors and Publishers
575 Madison Avenue
New York, New York 10022

Art Directors Club
488 Madison Avenue
New York, New York 10022

National Art Education Association
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

National Society of Interior Designs, Inc.
157 West 57th Street, Suite 700
New York, New York 10019

Retail Jewelers of American, Inc.
1025 Vermont Avenue, N. W.
Washington, D. C. 20005

HEALTH

American Academy of Pediatrics
P. O. Box 1034
Evanston, Illinois 60204

American Association for Health, Physical Education and Recreation
1201 Sixteenth Street
Washington, D. C. 20036

American Chemical Society
1155 Sixteenth Street, N. W.
Washington, D. C. 20036

American Chiropractic Association
2200 Grand Avenue
Des Moines, Iowa 52804

American Dental Association
Council on Dental Education
211 East Chicago Avenue
Chicago, Illinois 60611

American Dental Hygienists Association
211 East Chicago Avenue
Chicago, Illinois 60611

American Institute of Chemical Engineers
345 East 47th Street
New York, New York 10017

American Institute of Biological Sciences
3900 Wisconsin Avenue, N. W.
Washington, D. C. 20016

American Institute of Physics
335 East 45th Street
New York, New York 10017

American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

HEALTH (continued)

American Occupational Therapy Association
251 Park Avenue South
New York, New York 10010

American Optical Company
Box 1
Southbridge, Massachusetts 01551

American Optometric Association
7000 Chipewa Street
St. Louis, Missouri 63119

American Osteopathic Association
212 East Ohio Street
Chicago, Illinois 60611

American Pharmaceutical Association
1156 Fifteenth Street, N. W.
Washington, D. C. 20005

American Podiatry Association
3301 16th Street, N. W.
Washington, D. C. 20010

American Psychological Association
9650 Rockville Pike
Betheseda, Maryland 20014

American Society for Microbiology
1913 I Street, N. W.
Washington, D. C. 20006

American Society for Pharmacology and Experimental Therapeutics
9650 Rockville Pike
Bethesda, Maryland 20014

American Society of Biological Chemists
6950 Wisconsin Avenue, N. W.
Washington, D. C. 20014

American Society of Clinical Pathologists
Registry of Medical Technologists
P. O. Box 4872
Chicago, Illinois 60680

American Society of Medical Technologists
Hermann Professional Building, Suite 1600
Houston, Texas 77025

American Speech and Hearing Association
Washington, D. C. 20014

National League for Nursing
10 Columbus Circle
New York, New York 10019

Manufacturing Chemists Association
1825 Connecticut Avenue, N. W.
Washington, D. C. 20009

National Commission for Social Work
Two Park Avenue
New York, New York 10016

HOSPITALITY AND RECREATION

American Association for Health,
Physical Education and Recreation
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

American Hotel and Motel Association
221 West 57th Street
New York, New York 10019

National Recreation and Park Association
1700 Pennsylvania Avenue, N. W.
Washington, D. C. 20006

National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60611

United Airlines
Director of Personnel
P. O. Box 66100
Chicago, Illinois 60666

Western Airlines
Customer Service
P. O. Box 92005
World Way Postal Center
Los Angeles, California 90009

MANUFACTURING

The Aluminum Association
420 Lexington Avenue
New York, New York 10017

American Society of Tool and
Manufacturing Engineers
20501 Ford Road
Dearborn, Michigan 48128

American Pharmaceutical
Association
2215 Constitution Avenue, N. W.
Washington, D. C. 20006

Manufacturing Chemists Asso-
ciation
1825 Connecticut Avenue, N. W.
Washington, D. C. 20009

The Metallurgical Society of
AIME
345 W.East 47th Street
New York, New York 10017

MARKETING AND DISTRIBUTION

American Apparel Manufacturers
Association, Inc.
200 K Street, N. W.
Washington, D. C. 20006

American Management Association
American Management Association
Building
135 West 50th Street
New York, New York 10020

American Marketing Association
230 North Michigan Avenue
Chicago, Illinois 60601

National Association of Purchasing
Management
11 Park Place
New York, New York 10007

Retail Selling
C. Burns Marvil
Department of Public Instruction
Dover, Delaware

Rochester Institute of Technology
Box 3404
Rochester, New York 14714

Sales and Marketing Executives
International
630 Third Avenue
New York, New York 10017

Sears Consumer Information Services
Public Relations, Dept. 703
303 East Ohio Street
Chicago, Illinois 60611

MARINE SCIENCE

American Fisheries Society
1040 Washington Building
15th Street and New York
Avenue, N. W.
Washington, D. C.

American Society for Oceano-
graphers
Marine Technology Society
1730 N Street, N. W., Suite 412
Washington, D. C. 20036

PERSONAL SERVICES

Associated Master Barbers and
Beauticians of America
219 Greenwich Road
Charlotte, North Carolina 28211

National Beauty Career Center
3839 White Plains Road
Bronx, New York 10467

National Committee on Household
Employment
1346 Connecticut Avenue, N. W.
Washington, D. C. 20036

National Hairdressers and
Cosmetologists Association
175 Fifth Avenue
New York, New York 10010

PUBLIC SERVICE

Air Force Recruiting Office
1311 Kapiolani Boulevard
Honolulu, Hawaii 96814

American Bakers Association
1700 Pennsylvania Avenue, N. W.
Washington, D. C. 20006

American Bankers Association
Banking Education Committee
90 Park Avenue
New York, New York 10016

American Hotel and Motel Association
221 West 57th Street
New York, New York 10019

American Library Association
50 East Huron Street
Chicago, Illinois 60603

American Red Cross
17th and D Streets
Washington, D. C. 20006

Army Recruiting Office
821 Mililani Street
Honolulu, Hawaii 96813

International Association of Chiefs of Police
1319 Eighteenth Street, N. W.
Washington, D. C. 20036

International Association of Fire Fighters
905 Sixteenth Street, N. W.
Washington, D. C. 20006

Marine Corps Recruiting Office
1136 Union Mall, Room 105
Honolulu, Hawaii 96813

National Association of Real Estate Boards
Department of Education
155 East Superior Street
Chicago, Illinois 60611

National Consumer Finance Association
1000 Sixteenth Street, N. W.
Washington, D. C. 20036

National Institute of Dry Cleaning
909 Burlington Avenue
Silver Springs, Maryland 20910

National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60611

National Funeral Directors Association
135 West Wells Street
Milwaukee, Wisconsin 53203

Navy Recruiting Office
Bethel Pauahi Building, Rm. 300
Honolulu, Hawaii 96813

Society of Fire Protection Engineers
60 Batterymarch Street
Boston, Massachusetts 02110

U. S. Civil Service Commission
Eighth and F Streets, N. W.
Washington, D. C. 20415

TRANSPORTATION

Air Transport Association of
America
1000 Connecticut Avenue, N. W.
Washington, D. C. 20036

American Institute of Aeronautics
and Astronauts
1290 Avenue of the Americas
New York, New York 10019

American Trucking Association
1616 N Street N Street, N. W.
Washington, D. C. 20036

Automobile Manufacturers
Association
Automotive Information
320 New Center Building
Detroit, Michigan 48202

Automotive Service Industry
Association
230 North Michigan Avenue
Chicago, Illinois 60601

Federal Aviation Administration
Department of Transportation
Washington, D. C. 20590

National Automobile Dealers Association
2000 K Street, N. W.
Washington, D. C.

United Airlines
Director of Personnel
P. O. Box 66100
Chicago, Illinois 60666

Western Airlines
Customer Service
P. O. Box 92005
World Way Postal Center
Los Angeles, California 90009

APPENDIX A-5

SOURCES OF CAREER EDUCATION BOOKS, PAMPHLETS AND LEAFLETS

AFL-CIO
815 16th Street, N. W.
Washington, D. C. 20006

American Collectors Association
4040 W. 70th Street
Minneapolis, Minnesota 55435

American College Testing Publications
330 East Washington Street
Iowa City, Iowa 52240

American Institute of Physics
335 East 45th Street
New York, New York 10017

American Meteorological Society
45 Beacon Street
Chicago, Illinois 60611

Atlantic, Little and Brown
Boston, Massachusetts

Behavioral Publications, Inc.
2852 Broadway
New York, New York 10025

Benefic Press
10300 W. Roosevelt Road
Westchester, Illinois 60153

B'nai B'rith Career and Counseling Service
1640 Rhode Island Avenue, N. W.
Washington, D. C. 20036

Book Jobbers Hawaii Inc.
805 Queen Street
Honolulu, Hawaii 96813

R. R. Bowker Company
1180 Avenue of the Americas
New York, New York 10036

California State Department of Education
Sacramento, California 95814

Career Education Center, Harlandale Independent School District
3706 Roosevelt
San Antonio, Texas 78214

Career Information Center
707-A Waiakamilo Road
Honolulu, Hawaii 96817
(841-4555)

Careers Inc.
P. O. Box 135
Largo, Florida 33540

The Channings
Box 552
Marion, Massachusetts 02738

Chelsea House Publishing Company, Incorporated
159 East Tremont Avenue
Bronx, New York 10453

Children's Press, Incorporated
1224 West Van Buren
Chicago, Illinois 60607

College Entrance Examination Board
888 Seventh Avenue
New York, New York 10019

Cooperative Extension Service
University of Maine
Orono, Maine 14473

Coward, McCann, and Geoghegan, Incorporated
200 Madison Avenue
New York, New York 10016

Cribben & Sexton Company
11100 Edison
Chicago, Illinois 60131

Dell Publishing Company, Incorporated
750 Third Avenue
New York, New York 10017

Dodd, Mead and Company, Incorporated
432 Park Avenue, South
New York, New York 10003

Doubleday and Company, Incorporated, School and Library Division
Garden City, New York 11530

Education Achievement Corporation
P. O. Box 7310
Waco, Texas 76710

J. G. Ferguson Publishing Company
Six North Michigan Avenue
Chicago, Illinois 60602

Field Educational Publications, Incorporated
1423 Ala Aolani Street
Honolulu, Hawaii 96819

General Learning Press
250 James Street
Morristown, New Jersey 07960

Guidance Associates
1872 New Jersey Street
Costa Mesa, California 92626

Harcourt Brace & World Incorporated
757 Third Avenue
New York, New York 10017

Harvard University
School of Education
Cambridge, Massachusetts 02138

Hawaii Employers Council
2622 Waiwai Loop
Honolulu, Hawaii 96819

Hawaii State Department of Education
1390 Miller Street
Honolulu, Hawaii 96813

Hawthorn Books, Incorporated
70 Fifth Avenue
New York, New York 10003

Hill & Wang
19 Union Square West
New York, New York 10003

Honolulu Book Shops, Ltd.
1027 Bishop Street
Honolulu, Hawaii 96813

Houghton Mifflin Company
2 Park Street
Boston, Massachusetts 02107

University of Hawaii
Manpower Development and Training
1040 South King Street
Honolulu, Hawaii 96814

Hunter Publishing Company
Winston-Salem, North Carolina 27100

Indiana University Press
Indiana University
Bloomington, Indiana 47401

Information Services, Inc.
Rochester, New York 14609

Instructional Dynamics Incorporated
166 East Superior Street
Chicago, Illinois 60611

The Interstate Printers and Publishers, Incorporated
19 North Jackson Street
Danville, Illinois 68132

Charles A. Jones Publishing Company
4 Village Green, S. E.
Worthington, Ohio 43085

King Features
Education Division
235 East 45th Street
New York, New York 10018

Alfred A.Knopf, Incorporated
201 East 50th Street
New York, New York 10022

Little, Brown, and Company
34 Beacon Street
Boston, Massachusetts 02106

Lippincott Company
East Washington Square
Philadelphia, Pennsylvania 19105

Lono Incorporated
743 J. Waiakamilo Road
Honolulu, Hawaii 96817

Los Angeles City Unified School District
P. O. Box 3307
Los Angeles, California 90051

Lothrop, Lee, and Shepard Company
105 Madison Avenue
New York, New York 10016

Macmillan Company, Publishers
866 3rd Avenue
New York, New York 10022

Mafex Associates, Incorporated
Johnstown, Pennsylvania 15904

McGraw-Hill Company, Incorporated
750 3rd Avenue
New York, New York 10017

David McKay, Incorporated
750 3rd Avenue
New York, New York 10017

McKnight Publishing Company
Route 66 and Towanda Avenue
Bloomington, Illinois

Miami Dade Junior College
Miami, Florida 33132

Milady Publishing Corporation
3839 White Plains Road
Bronx, New York 10467

Minnesota State Department of Education, Vocational Technical Division
Centennial Office Building
St. Paul, Minnesota 55101

William Morrow & Company, Incorporated
105 Madison Avenue
New York, New York 10016

National Association of Motor Bus Owners
1025 Connecticut Avenue
Washington, D. C. 20036

National Career Information Center
1607 New Hampshire Avenue, N.W.
Washington, D. C. 20009

National Center for Occupational Education
North Carolina State University
Raleigh, North Carolina 27607

Ohio State University
The Center for Vocational and Technical Education
1900 Kenny Road
Columbus, Ohio 43210

University of Oklahoma
Department of Education
Norman, Oklahoma 73069

Omori Educational Services
1350 South King, Room, 301
Honolulu, Hawaii 96814

Oregon State Department of Education
Salem, Oregon 97301

G. P. Putnam's Sons
200 Madison Avenue
New York, New York 10016

The Ronald Press Company
79 Madison Avenue
New York, New York 10016

H. P. Ross, Ltd.
Room 224, Honolulu Merchandise Mart Building
Honolulu, Hawaii 96813

Scholastic Book Services
259 East Erie Street
Chicago, Illinois 60611

Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

Charles C. Thomas, Publisher
301-27 East Lawrence Avenue
Springfield, Illinois 62703

University of Hawaii
Honolulu, Hawaii 96822

The Viking Press Incorporated
625 Madison Avenue
New York, New York 10022

Vocational Guidance Manuals
235 East 45th Street
New York, New York 10017

Walston & Company, Incorporated
169 South King Street
Honolulu, Hawaii 96813

Franklin Watts, Incorporated
Subsidiary of Grolier
845 Third Avenue
New York, New York 10022

West Virginia State Board of Vocational Education
Vocational Division
Charleston, West Virginia 25305

Western Publishing Company
850 Third Avenue
New York, New York 10022

Wonder-Treasure Books, Incorporated
51 Madison Avenue
New York, New York 10010

World Publishing Company
2231 West 110th Street
Cleveland, Ohio 44102

APPENDIX A-6

DISTRIBUTORS OF CAREER EDUCATION FILMS, FILMSTRIPS, SLIDES AND TRANSPARENCIES

Listed below are companies which have educational films, filmstrips, slides, or transparencies available for rental or purchase.* Following the list of companies is a sample listing of films available from some of the companies. Most companies will send a catalog which lists titles and purchase or rental prices upon written request.

Companies located in Honolulu are indicated by double asterisks (**) for ease of use.

SECTION 1

ABC Media Concepts
1001 N. Poinsettia Place
Hollywood, California 90046

A. B. Dick Co.
5700 W. Touhy Avenue
Chicago, Illinois 60648

Academy Films
748 N. Seward Street
Hollywood, California 90038

ACI Films, Inc.
35 West 45th Street
New York, New York 10036

Addressograph Multigraph Corp.
1200 Babbitt Road
Cleveland, Ohio 44117

AEBAC Inc.
500 Fifth Avenue
New York, New York 10036

AFL-CIO Film Division
815 Sixteenth Street, N. W.
Washington, D. C. 20006

Aims Instructional Media Services
P. O. Box 1010
Hollywood, California 90028

Alemann Films
P. O. Box 76244
Los Angeles, California 90005

ALESCO - American Library and Educational Service
404 Sette Drive
Paramus, New Jersey 07652

All American Productions and Publications
P. O. Box 91
Greeley, Colorado 80632

Alpha Corporation of America
115 Gaylord Street
Elk Grove Village, Illinois 60007

The Aluminum Association
750 Third Avenue
New York, New York 10017

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*Also see Educators Guide to Free Films and Educators Guide to Free Filmstrips available from Educators Service, Inc., Randolph, Wisconsin 53956.

American Book Company
55 Fifth Avenue
New York, New York 10003

American Educational Films
331 North Maple Drive
Beverly Hills, California 90210

American Hospital Association Film Library
840 North Lake Shore Drive
Chicago, Illinois 60611

American Petroleum Institute
1271 Avenue of the Americas
New York, New York 10020

Anti-Defamation League of B'nai B'rith
315 Lexington Avenue
New York, New York 10016

Argus Films
801 North Seward Street
Los Angeles, California 90000

Associated Educational Materials
14 Glenwood Avenue
Raleigh, North Carolina 27602

Associated Films, Inc.
600 Madison Avenue
New York, New York 10022

The Athletic Institute
805 Merchandise Mart
Chicago, Illinois 60654

Atlantis Productions, Inc.
1252 La Granda Drive
Thousand Oaks, California 91360

Audio-Tutorial Systems
426 South Sixth Street
Minneapolis, Minnesota 55415

Audio-Visual Center
College of Education
University of Maine
Orono, Maine 04473

Audio-Visual Consultation Bureau
Wayne State University
Detroit, Michigan 48202

AV-ED Films
7934 Santa Monica Boulevard
Los Angeles, California 90046

A-V Explorations, Inc.
505 Delaware Avenue
Buffalo, New York 14202

Avid Corporation
10 Tripps Lane
East Providence, Rhode Island 02814

Avis Films, Inc.
2408 West Olive Avenue
Burbank, California 91506

Bailey Film Associates
11559 Santa Monica Boulevard
Los Angeles, California 90025

Bank Street College of Education
103 East 125th Street
New York, New York 10035

Bear Films, Inc.
805 Smith Street
Baldwin, New York 11510

Bell and Howell Co.
Audiovisual Products Division
7100 North McCormick Road
Chicago, Illinois 60645

Benchmark Films, Inc.
516 Fifth Avenue
New York, New York 10036

Berkey Manhattan
222 East 44th Street
New York, New York 10017

Beseler Company
219 South Eighteenth Street
East Orange, New Jersey 07018

BNA Films
5615 Fishers Lane
Rockville, Maryland 20852

Bosustow Productions
1610 Butler Avenue
West Los Angeles, California 90025

Stanley Bowmar Co., Inc.
4 Broadway
Valhalla, New York 10595

Milton Bradley Company
Springfield, Massachusetts 01101

Brandon International Films, Inc.
221 West 57th Street
New York, New York 10019

Brigham Young University
Department of Motion Picture
Production
Provo, Utah 84601

Bro-Dart, Inc.
1609 Memorial Avenue
Williamsport, Pennsylvania 17701

Buckingham Enterprises, Inc.
160-08 Jamaica Avenue
Jamaica, New York 14432

Charles Cahill and Associates, Inc.
P. O. Box 3220
Hollywood, California 90028

Carlton Films
2870 Bartells Drive
Beloit, Wisconsin 53511

Carman Educational Association, Ltd.
Pine Grove, Ontario
Canada

Carousel Films, Inc.
1501 Broadway
New York, New York 10036

Cathedral Filmstrips for Education
2921 West Alameda Avenue
Burbank, California 91505

CCM Films, Inc.
866 Third Avenue
New York, New York 10022

Cenco Educational Films
2600 South Kostner Avenue
Chicago, Illinois 60623

Center for Mass Communication
Columbia University Press
440 West 110th Street
New York, New York 10025

Centron Educational Films
1255 Post Street, Suite 625
San Francisco, California 94109

Churchill Films
662 North Robertson Boulevard
Los Angeles, California 90069

Civic Education Service
1733 K Street, N. W.
Washington, D. C. 20006

Classroom Film Distributors, Inc.
5610 Hollywood Boulevard
Hollywood, California 90028

Classroom World Productions
P. O. Box 2090
Raleigh, North Carolina 27602

Colonial Films, Inc.
752 Spring Street, N. W.
Atlanta, Georgia 30308

Communications Films
870 Monterey Pass Road
Monterey Park, California 91754

Contemporary Films, Inc.
267 West 25th Street
New York, New York 10001

Cooper Films and Records, Inc.
Cooper Building
Winchendon, Massachusetts 01475

Copley Productions
7776 Ivanhoe Avenue
La Jolla, California 92037

Coronet Instructional Materials
65 East South Water Street
Chicago, Illinois 60601

Counselor Films, Inc.
1422 Chesnut Street
Philadelphia, Pennsylvania 19102

Creative Visuals
P. O. Box 1911
Big Spring, Texas 79720

Current Affairs Films
527 Madison Avenue
New York, New York 10022

Curriculum Materials Corporation
119 South Roach Street
Jackson, Mississippi 39205

Curtis Audio-Visual Materials
Independence Square
Philadelphia, Pennsylvania 19105

Data Films
2625 Temple Street
Los Angeles, California 90026

Davidson Films
1757 Union Street
San Francisco, California 94123

Demco Educational Corporation
P. O. Box 1488
Madison, Wisconsin 53701

Denoyer-Geppert Co.
5235 Ravenswood Avenue
Chicago, Illinois 60640

Walt Disney Educational Materials Co.
800 Sonora Avenue
Glendale, California 91201

Doubleday Multimedia
1371 Reynolds Avenue
Santa Ana, California 92705

DuArt Film Laboratories
245 West 55th Street
New York, New York 10019

** Ealing Films
2225 Massachusetts Avenue
Cambridge, Massachusetts 02140

or contact:

Film Services of Hawaii
742 Ala Moana Boulevard
Honolulu, Hawaii 96813

Eccentric Circle Cinema
P. O. Box 1481
Evanston, Illinois 60204

Educational Activities, Inc.
P. O. Box 392
Freeport, New York 11520

Educational Audio-Visual
Pleasantville, New York 10570

Educational Dimensions Corporation
P. O. Box 488
Great Neck, New York 11022

Educational Film Library Association, Inc.
250 West 57th Street
New York, New York 10019

Educational Filmstrips
P. O. Box 1031
Huntsville, Texas 77340

Educational Media, Inc.
106 West Fourth Avenue
Ellensburg, Washington 98926

Educational Media Laboratories
4101 South Congress Avenue
Austin, Texas 78745

EMC Corporation
180 East Sixth Street
St. Paul, Minnesota 55101

Encyclopedia Britannica Education Corporation
425 North Michigan Avenue
Chicago, Illinois 60611

Enrichment Teaching Materials
71 East 23rd, Room 1817
New York, New York 10010

Essential Education
Huntsville, Texas 77340

Eye Gate House, Inc.
146-01 Archer Avenue
Jamaica, New York 11435

Farm Film Foundation
1425 M Street, N. W.
Washington, D. C. 20005

**Field Educational Publications, Inc.
1423 Ala Aolani Street
Honolulu, Hawaii 96819

Film Associates
11014 Santa Monica Boulevard
Los Angeles, California 90025

**Films, Inc.
1144 Wilmette Avenue
Wilmette, Illinois 60091
or
716 Cooke Street
Honolulu, Hawaii 96813

Filmstrip House, Inc.
432 Park Avenue, South
New York, New York 10016

Fleetwood Films, Inc.
34 Macquesten Parkway S.
Mt. Vernon, New York 10550

Frith Films
1816 North Highland Avenue
Hollywood, California

GAF Corporation
140 West 51st Street
New York, New York 10020

General Learning Corporation
250 James Street
Morristown, New Jersey 07969

Ginn and Co.
125 Second Avenue
Waltham, Massachusetts 02154

Graphic Curriculum, Inc.
619 West 54th Street
New York, New York 10019

Grolier Educational Corporation
845 Third Avenue
New York, New York 10022

Guidance Associates
1872 New Jersey Street
Costa Mesa, California 92626

Halewyn Films
106 John Street
Toronto, Canada

Hamson Films
10555 Mason Avenue
Chatsworth, California 91311

Handel Film Corporation
P. O. Box 69680
Los Angeles, California

Harper & Row, Inc.
49 East 33rd Street
New York, New York 10016

Hasler Pictures
1737 North Whiteley
Hollywood, California 90028

Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York, New York 10017

**Hopaco Stationers
604 Ala Moana
Honolulu, Hawaii 96813

Houghton Mifflin Company
110 Tremont Street
Boston, Massachusetts 02107

Imperial Film Company, Inc.
4404 South Florida Avenue
Lakeland, Florida 33803

Independent Film Producers
Company
334 East Green Street
Pasadena, California 91101

Instruction Media Company
P. O. Box 185
Green Lake, Wisconsin 54941

International Communication Films
1371 Reynolds Avenue
Santa Ana, California 92705

International Film Bureau, Inc.
332 S. Michigan Avenue
Chicago, Illinois 60604

Kaiser Products
Box 7101
Colorado Springs, Colorado 80907

Kimberly-Clark Corporation
Life Cycle Center
Neenah, Wisconsin 54956

King Screen Productions
320 Aurora Avenue, N.
Seattle, Washington 98109

Knowledge Aid
6633 West Howard
Niles, Illinois 60648

Learning Corporation of America
711 Fifth Avenue
New York, New York 10022

Learning Through Seeing, Inc.
8138 Foothill Boulevard
Sunland, California 91040

Library Filmstrip Center
3033 Aloma
Wichita, Kansas 67211

Life Education Program
Time-Life Building
Rockefeller Center
New York, New York 10020

Life Educational Productions
262 East Fourth Street
St. Paul, Minnesota 55101

Long Film Slide Service
705 Fairmount Avenue
El Cerrito, California 94530

**Lono, Incorporated
743 J. Waiakamilo Road
Honolulu, Hawaii 96817

Mass Media Associates, Inc.
2116 North Charles Street
Baltimore, Maryland 21218

**McGraw-Hill Films
1414 Dillingham Boulevard, Rm. 205
Honolulu, Hawaii

Mead Educational Services
245 North Highland Avenue, N. E.
Atlanta, Georgia 30307

Media Fair
20 West 43rd Street
New York, New York 10036

Media Five Film Distributors
1011 North Cole Avenue
Hollywood, California 90038

Media Plus, Inc.
60 Riverside Drive
New York, New York 10024

Media Systems Corporation
250 West Main Street
Morristown, New Jersey 08057

Merchandiser Film Products
419 Park Avenue, South
New York, New York 10016

Metropolitan Visual Products, Inc.
453 West 47th Street
New York, New York 10036

Miller-Brody Productions, Inc.
342 Madison Avenue
New York, New York 10017

Milliken Publishing Company
611 Olive Street
St. Louis, Missouri 63101

Modern Learning Aids
1212 Sixth Avenue
New York, New York 10036

Modern Talking Picture Service, Inc.
1212 Avenue of the Americas
New York, New York 10036

Nasco
Ft. Atkinson, Wisconsin 53538

National Aeronautics and Space Administration
Code FE
Washington, D. C.

National Audiovisual Center (GSA)
8th and Pennsylvania Avenue, N. W.
Washington, D. C. 20408

National Career Consultants, Inc.
9978 Monroe
Dallas, Texas 75220

National Film Board of Canada
680 Fifth Avenue
New York, New York 10019

National Instructional Television Center
Box A
Bloomington, Indiana 47401

NBC Educational Enterprises
30 Rockefeller Plaza
New York, New York 10020

Neubacher-Vetter Film Productions
1750 Westwood Boulevard
Los Angeles, California 90024

The New York Times Library Service
229 West 43rd Street
New York, New York 10036

OIDMA, Ltd.
P. O. Box 3868
Centerdale, Rhode Island 02911

Olympic Film Service
161 West 22nd Street
New York, New York 10011

**Omori's Educational Services
1350 South King Street, Room 301
Honolulu, Hawaii 96814

PACE International Corporation
12444 Ventura Boulevard
Studio City, California 91604

PAMI Learning Systems
P. O. Box 163
Collinsville, Illinois 62234

Parents' Magazine Films, Inc.
52 Vanderbilt Avenue
New York, New York 10017

Pat Dowling Pictures
1056 South Robertson Boulevard
Los Angeles, California 90000

Pathescope Educational Films, Inc.
71 Weyman Avenue
New Rochelle, New York 10802

Perennial Education, Inc.
1825 Willow Road
Northfield, Illinois

Popular Science Audio-Visuals, Inc.
5235 Ravenswood Avenue
Chicago, Illinois 60640

Prism Enterprises, Inc.
200 East 23rd Street
New York, New York 10010

Professional Arts, Inc.
P. O. Box 8484
Universal City, California 91608

Psychotechnics, Inc.
1900 Pickwick Avenue
Glenview, Illinois 60025

Pyramid Films
P. O. Box 1048
Santa Monica, California 90406

Ravell Educational Systems
1216 Fifth Street
Santa Monica, California 90401

RMI Film Productions, Inc.
4916 Main Street
Kansas City, Missouri 64112

R. O. A. Films
1696 North Astor Street
Milwaukee, Wisconsin 53202

Sales Communications Systems
110 East 59th Street
New York, New York 10022

Sanderson Films, Inc.
1501 South West Street
Wichita, Kansas 67213

Schloat Productions, Inc.
Palmer Lane, West
Pleasantville, New York 11501

Scholastic Audio-Visual
50 West 44th Street
New York, New York 10036

**Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611
or
1710 Punahou Street, Suite 101
Honolulu, Hawaii 96822

Scott Education Division
20 First Street
Chicopee, Massachusetts 01020

Shorewood Reproductions, Inc.
724 Fifth Avenue
New York, New York 10019

Sigma Educational Films
P. O. Box 1235
Studio City, California 91604

Singer Company
30 Rockefeller Plaza
New York, New York 10020

S - L Film Productions
5126 Hartwick Street
Los Angeles, California 90041

Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

**Standard Oil Film Library
227 Mokauea
Honolulu, Hawaii

Stanton Films
7934 Santa Monica Boulevard
Los Angeles, California 90046

Sterling Educational Films
241 East 34th Street
New York, New York 10016

Synchronex Corporation
8220 North Austin Avenue
Morton Grove, Illinois 66053

Taylor Associates
Hawk Drive
Lloyd Harbor, New York 11743

Teaching Films, Inc.
2518 North Boulevard
Houston, Texas 77006

Teaching Technology Corporation
P. O. Box 3817
Van Nuys, California 91407

Technamatic, Inc.
16 Sintsink Drive, East
Port Washington, New York

Technicolor, Inc.
1300 Frawley Drive
Costa Mesa, California 92627

Teleketics
1227 South Santee Street
Los Angeles, California 90015

Thorne Films, Inc.
1229 University Avenue
Boulder, Colorado 80302

Time-Life Films
4 West 16th Street
New York, New York 10011

TRAFCO
1525 McGavock Street
Nashville, Tennessee 37203

Trans-World Films, Inc.
332 South Michigan Avenue
Chicago, Illinois 60604

Trend Films Corporation
P. O. Box 69680
Los Angeles, California 90069

Troll Associates
East 64 Midland Avenue
Paramus, New Jersey 07652

Tweedy Transparencies
208 Hollywood Avenue
East Orange, New Jersey 07018

United Productions of America
600 Madison Avenue
New York, New York 13902

U. S. Bureau of Mines
C Street between 18th and 19th, N. W.
Washington, D. C. 20006

U. S. Government Film Service
U. S. Office of Education
DuArt Film Laboratories
245 West 55th Street
New York, New York 10019

United Transparencies, Inc.
P. O. Box 688
Binghamton, New York 13902

United World Films
2001 South Vermont Avenue
Los Angeles, California 90007

Universal Education and Visual Arts
221 Park Avenue, South
New York, New York 10003

University Microfilms
300 Zeeb Road
Ann Arbor, Michigan 48106

Urban Media Materials, Inc.
P. O. Box 133
Fresh Meadows, New York 11365

Valiant Instructional Materials
Corporation
237 Washington Avenue
Hackensack, New Jersey 07602

Video Tran, Inc.
3200 West Lake
Glenview, Illinois 60025

Viking Press
625 Madison Avenue
New York, New York 10022

Visual Education Consultants, Inc.
2066 Helena Street
Madison, Wisconsin 53701

Visual Materials, Inc.
2549 Middlefield Road
Redwood City, California 94063

Visualcraft, Inc.
12842 South Western Avenue
Blue Island, Illinois 60406

Vocational Films
111 Euclid Avenue
Park Ridge, Illinois 60068

Vocational Guidance Films
Des Moines, Iowa 50300

VPI Color Center
410 East 62nd Street
New York, New York 10021

Walden Film Corporation
153 Waverly Place
New York, New York 10014

Warner Brothers, Inc.
666 Fifth Avenue
New York, New York 10019

Western Publishing Company, Inc.
Education Division
1220 Mound Avenue
Racine, Wisconsin 53404

Western Video-ITV
1541 North Vine Street
Los Angeles, California 90028

Weston Woods Studios, Inc.
Weston, Connecticut 06880

Wexler Film Productions, Inc.
801 North Seward Street
Allentown, Pennsylvania 18101

John Wiley and Sons, Inc.
695 Third Avenue
New York, New York 10016

Winstead Brothers
AV Division
330 Pine Avenue
Long Beach, California 90812

Wombat Productions, Inc.
87 Main Street
Hastings-On-Hudson, New York 10706

Xerox Films
High Ridge Park
Stamford, Connecticut 06904

SECTION 2

Listed below are sample films/filmstrips from companies listed on the previous pages. Suggested grade levels are indicated for each film or film series.

	*Purchase Price
1. ACI Films, Inc.	
a. "When I Grow Up I Can Be" series (16mm films) (Grades K-6)	
1. "I Can Be A Builder"	$150.00
2. "I Can Be A Community Service Worker"	150.00
3. "I Can Be A Food Processing Worker"	150.00
4. "I Can Be A Hospital Worker"	150.00
5. "I Can Be A Mechanic"	150.00
2. Centron Educational Films	
(16mm films) (Grades K-6)	
a. "Women at Work"	$150.00
b. "Manufacturing Jobs"	150.00
c. "Medical and Health Jobs"	190.00
d. "Service Jobs"	150.00
e. "Construction Jobs"	120.00
f. "Mass Media Jobs"	150.00
3. Doubleday Multimedia	
a. Careers in the 70's series (16mm or 8mm films) (Grades 7-12)	
1. "Making A Choice"	$188.00
2. "Government Services"	98.00
3. "Health Services"	98.00
4. "General Services"	98.00
5. "Agri-Business"	98.00
6. "Clerical"	98.00
7. "Education"	98.00
8. "Technicians"	98.00
9. "Construction"	98.00
10. "Communications"	98.00
11. "Mechanical"	98.00
12. "Sales"	98.00
13. "Leisure Industries"	98.00
4. Ealing Films (Grades K-6)	
a. "The Family" (6 filmstrips)	$ 54.00
b. "Community Services" (9 film-loops)	224.55
c. "Urban Ecology" (10 film-loops)	249.50

* Prices effective June, 1974.

Purchase Price

5. Films, Inc.

a. The Dignity of Work series (16mm films) (grades 4-6)

1.	"Ambulance Aid"	$200.00
2.	"Clerical Workers"	200.00
3.	"Librarian"	200.00
4.	"Market Inspector"	150.00
5.	"School Lunchroom Workers"	190.00
6.	"Sewage Treatment Workers"	190.00
7.	"Zoo Keeper"	200.00

b. Career Exploration series (16mm films) (grades 9-12)

1.	"Newspaper Careers"	$ 20.00/rental
2.	"Architectural Careers"	20.00/rental
3.	"Textile Industry Careers"	20.00/rental
4.	"Opthamalic Careers"	40.00/rental
5.	"Marketing Careers"	20.00/rental
6.	"General Insurance Careers"	20.00/rental
7.	"Modeling Careers"	
8.	"Cosmetic Industry Careers"	20.00/rental

(all eight titles may be rented for $144.00)

6. Guidance Association

(filmstrips)

a. Career Awareness Field Trips (grades K-4)

1.	"Off We Go to the Aquarium"	17.50
2.	"Off We Go to the House Built In a Hurry"	17.50
3.	"Off We Go to the Auto Proving Ground"	17.50
4.	"Off We Go to the Orange Grove"	17.50
5.	"Off We Go to the Poster Printer"	17.50
6.	"Off We Go to the Bike Factory"	17.50

b. Career Discovery series (grades 5-9)

1.	"People Who Make Things"	37.50
2.	"People Who Influence Others"	37.50
3.	"People Who Work in Science"	37.50
4.	"People Who Help Others"	37.50
5.	"People Who Create Art"	37.50
6.	"People Who Organize Facts"	37.50

	Purchase Price
c. The Job Attitudes series (grades 10-14)	
1. "Trouble At Work"	$ 37.50
2. "On The Job: Four Trainees"	37.50
3. "A Job That Goes Someplace"	37.50
4. "Why Work At All?"	19.50
5. "Liking Your Job and Your Life"	37.50
(grades 10-12)	
d. "Jobs for High School Students"	37.50
e. "Career Values: What Really Matters to You?"	97.50
f. "The Changing Work Ethic"	37.50
g. "Jobs and Gender"	37.50
h. "Choosing Your Career"	37.50
i. "What You Should Know Before You Go To Work"	37.50
j. "Preparing for the World of Work"	37.50

7. Imperial Film Company

(filmstrips) (grades K-6)	
a. "Fathers Work"	$ 42.00
b. "Mothers Work, Too"	42.00

8. National Career Consultants, Inc.

a. Career Awareness series (16mm films) (grades 4-9)	
1. "The Fascinating World of Work"	$ 96.00
2. "The Fascinating World of Sales"	
3. "The Fascinating World of Accounting"	
4. "The Fascinating World of Mechanics"	

9. OIDMA, Ltd.

a. Career (Awareness) Education series (filmstrips) (grades K-4)	
1. "What's In Your House?"	$ 12.00
2. "What's In Your School?"	12.00
3. "How Come Things Cost Money?"	12.00
4. "People Who Work For You"	12.00
5. "Making A Sale"	12.00
6. "Making Our Laws Work"	12.00
7. "Building Things"	12.00
8. "Making Things"	12.00

	Purchase Price
10. Pathescope Educational Films, Inc.	
(16mm films) (grades 7-12)	
a. "Careers in Journalism"	$ 40.00
b. "Careers in Computers"	40.00
c. "Careers in Nursing"	40.00
d. "Careers in Law Enforcement"	40.00
e. "Careers in Sales"	40.00
f. "Careers in Business Administration"	40.00
g. "Careers in Construction"	40.00
h. "Careers in Transportation"	40.00
i. "Careers in Health Services"	40.00
j. "Careers in Education"	40.00
k. "Careers in Agriculture"	40.00
l. "Careers in Engineering"	40.00
m. "Careers in Community Services"	40.00
n. "Careers in Food Services"	40.00
o. "Careers in Graphic Arts"	40.00
p. "Careers in Repair Work"	40.00
q. "Careers ir Government Services"	40.00
r. "Careers in Social Work"	40.00
s. "Careers in Social Work"	40.00
t. "Careers in Conservation"	40.00
u. "Careers in the Leisure Time Industry"	40.00
v. "Careers in Show Business"	40.00
w. "Careers in Auto Service and Repair"	40.00
x. "Careers in Public Utilities"	40.00
11. Science Research Associates	
a. Keys - Career Exploration (10 filmstrips) (grades 6-12)	$106.00
b. Knowledge Needed to Obtain Work (64 transparencies) (grades 9-12)	50.00

APPENDIX A-7

DISTRIBUTORS OF CAREER EDUCATION TAPES

Book Jobbers Hawaii, Incorporated
805 Queen Street
Honolulu, Hawaii 96813

Cassettes Unlimited
Roanoke, Texas 76262

Field Educational Publications,
Incorporated
1423 Ala Aolani Street
Honolulu, Hawaii 96819

Guidance Associates
Pleasantville, New York 10570

Hopaco Stationers
604 Ala Moana
Honolulu, Hawaii 96813

Imperial Film Corporation
4900 South Lewis
Tulsa, Oklahoma 74105

Instructional Dynamics Incorporated
166 Superior Street
Chicago, Illinois 60611

Lono, Incorporated
743 Waiakamilo Road
Honolulu, Hawaii 96817

Omori's Educational Services
1350 South King Street, Room 301
Honolulu, Hawaii 96814

Popular Science Audio-Visuals,
Incorporated
5235 Ravenwood Avenue
Chicago, Illinois 60640

H. P. Ross, Ltd.
Honolulu Merchandise Mart Building
Room 224
Honolulu, Hawaii 96813

APPENDIX B

GLOSSARY

Ability - Power to perform physical or mental acts whether the power is acquired by training and education or is due to hereditary factors.

Adaptability - Quality of being able to adjust one's self to changing expectations and situations.

Adjustment - Process of making personal modification or adaptation in order to fit a situation or reach a state of equilibrium.

Analysis - Process of breaking a whole into its component parts, by (1) identifying the whole organization or structure; (2) determining the parts which make up the organization and the relationship among the parts; (3) separating the parts and studying each individually; and (4) finally, limiting the process when further breakdown into component parts would be unwarranted.

Aptitude - Natural tendency, capability, or potential to learn, understand, or do something.

Attitude - Predisposition to act either for or against particular individuals, ideas, situations, or objects.

Avocation - Productive activity; mainly for enjoyment.

Behavioral Objective - Set of words which gives (1) a description of specific, pertinent, attainable, measurable, observable behaviors expected to result from planned intervention; (2) conditions under which behaviors will be exhibited; (3) criteria of effectiveness; and (4) limitations and constraints.

Career - Total pattern of activities a person engages in throughout one's lifetime; one's progress through lifework, occupations, and positions.

Career Awareness - The state of understanding oneself and the life styles related to different careers.

Career Development - Process of acquiring knowledge, skills, and attitudes which will enable an individual to take a productive and satisfying role in society; this development is realized through a systematic sequence of experiences implemented in various roles which exemplify positive self-concepts.

Career Education - The process of developing knowledge, skills, attitudes, and values to equip individuals for fulfilling their unique needs for occupational choice, social and civic responsibilities, leisure-time activities, and personal growth and development accomplished through five levels: (1) awareness; (2) exploration; (3) preparation; (4) placement; (5) continuing adult education.

Career Exploration - The process of sampling a variety of life roles, learning the aptitudes, interests, and abilities required for different kinds of life work, development of capabilities of goal-setting, understanding of risk taking and value structuring, and acquisition of the skills of decision-making.

Career Guidance - Activities and experiences which facilitate development in individuals toward maturity.

Career Placement - Placement of an individual consonant with preferences and aptitudes for pursuing career goals; includes educational placement as well as occupational placement.

Career Planning - Utilizing decision-making skills and application of knowledge of self and the world of work to formulate a proposed sequence of activities related to one's pattern of occupational growth and development.

Career Preparation - Development of an individual's capacities and skills to enable one to function productively in society.

Chain of Command - Order of authority in context of job positions.

Community - Body of individuals organized into a unit linked by common interests.

Concept - Major idea, thought, or notion.

Conditions - Circumstances which exist as a result of modifying factors.

Continuum - Uninterrupted, ordered sequence of events, activites, or concepts.

Decision-Making - Process by which an individual selects from two or more possible choices.

Economic Structure - Arrangement of the components making up economic systems.

Educational Preparation - Process whereby a person meets certain competency requirements in order to enter and remain and advance in a certain occupation or in higher levels of learning.

Employability - Ability to secure and maintain employment by virtue of having the prerequisite knowledge, skills, and attitudes required for job placement.

Employability Skills - Competencies which directly lead into, facilitate, and maintain employment.

Employment Trends - General direction, development, and movement of jobs, which include: (1) whether workers are currently in demand; (2) whether employment is expected to increase or decrease; and (3) what the main factors are which can influence the growth and decline of an occupation.

Entry Level - Specified requirements at the beginning position of an occupation.

Entry Level Skills - Competencies necessary for working in an entry level job.

Environment - Surrounding conditions, influences, forces, or circumstances.

Evaluation - Qualitative judgments describing the value or worth of any object, situation, activity, organization or structure in relation to a defined purpose; assessing input, process, output, and outcome in relation to a plan for accomplishing objectives.

Financial Aid - Monetary assistance which enables the individual to meet necessary occupational training and educational requirements.

General Education - Liberal education which does not have a particular occupational objective.

Goal - Broadly defined statement of general intent, giving direction and indicating general nature of desired outcomes but not specifying characteristics of expected products.

Horizontal Mobility - Movement from one position to another within the same stratum.

Individual Potential - Capacity of the individual for developing into a state of self-fulfillment.

Industry - Group of productive, profit making enterprises that have a technological structure for production and that produce or supply goods, services, and sources of income.

Institution - Sum total of the patterns, relations, processes, and material instruments built up around major human activities to regulate and standardize the behavior of the group.

Interdependence - Mutual dependence upon one another.

Interest - Preference for an object, course of action, or situation.

Interplay - Reciprocal relationships with action, influence, or effects on each other.

Job - Piece of work of defined character undertaken for a fixed price.

Job Description - Descriptive statement giving properties of a particular job.

Job Family - Constellation of occupations grouped together on the basis of one or more job or worker characteristics they have in common.

Job Level - Position of a specific job on a career ladder based on achievement, importance, and value.

Job Mobility - Movement from one job to another.

Job Requirements - Prerequisite knowledge, skills and attitudes, and specific prior training needed to satisfy a particular area of work.

Job Satisfaction - Sense of personal significance; sense of contribution to the world that results from the interaction between worker and job situation; amount of need satisfaction fulfilled by job activities.

Learning Activities - See Learning Tasks.

Learning Objective - General description of anticipated outcomes from learning experiences. See also Behavioral Objective

Learning Outcomes - Measurable, observable results from planned experiences, relating to objectives.

Learning Tasks - Activities designed to implement pre-set learning objectives.

Leisure Time - Time available with no pre-set objectives.

Life Style - Distinctive or characteristic manner of self-expression through a way of life, including tastes and preferences, use of leisure, place of residence, career choice, personal appearance, and personal outlook.

Model - Controllable version of or representation of something, serving as the plan to be considered a standard.

Needs Assessment - Analysis made by comparing the existing situation with the ideal situation to determine what elements are lacking or inadequately developed.

Occupation - A category in the social structuring of work.

Occupational Cluster - Occupations related and grouped according to similarities.

Occupational Expectation - Reward and satisfaction which a person anticipates from an occupational choice.

Occupational Fields - Areas of vocations in society.

Occupational Information - Data about occupations.

Occupational Level - Position on a vertical dimension of an area of work based on achievement, importance, and value.

Performance Objective - See Behavioral Objective.

Personal Attribute - Instrinsic quality of an individual.

Philosophy - Statement of a set of assumptions or beliefs.

Principle of Compatibility - Rule that the more compatible the organization or structure is with the environment in which it operates, the more likely the operation is to achieve efficiency.

Principle of Optimization - Rule that the more the organization is geared to and designed for the particular mission it is to accomplish, the more likely it is to operate efficiently.

Principle of Systematization - Rule that the stronger the relationships among the elements in the organization, the more likely is the organization to achieve efficiency.

Principle of Wholeness - Rule that the more clearly an organization can be identified as a whole, as opposed to fragmented parts, the more efficient the operation.

Process - Series of actions or operations leading to an end.

Self - Entire makeup of the individual, emphasizing the individual's perception of self.

Self-Appraisal - Evaluation of one's self with respect to one's aptitudes, interests, achievement, personal qualities, attitudes and values.

Self-Concept - An individual's view of self.

Simulation in Research - Process of testing a model, or processing data through a model to see if it produces predictable results.

Skill - Learned power of doing a thing competently; developed aptitude or ability, including one related to a specific job or occupation.

Subgoals - Sub-parts of given goals.

Synthesis - Process of creating a new whole or organization, by identifying the parts which will make up the organization, determining the relationships among the parts, combining the parts into a new whole, and limiting the process when the structure is complete.

Systems Approach - Scientific, systematic, rational approach to optimize outcomes, achieved through application of systems principles and use of systems techniques.

Technology - Application of scientific principles of industry.

Vertical Mobility - Movement of individuals between vertically stratified situations, status, or categories.

Vocation - Activities in which one engages for self-fulfillment and the fulfillment of others, including activities in a life pattern which is deliberately purposeful.

Vocational Guidance - Activities and experiences which facilitate development in individuals toward occupational maturity.

Work - Activity calling for the expenditure of an effort toward some definite achievement or outcome.

World of Work - The total environment of purposeful activities and experiences.

APPENDIX C

SUBJECT INDEX 7-9

A subject index for each major goal section follows. For each index the curriculum subject is followed by the page numbers on which the learning experiences suggested for the subject appear. When more than one learning experience for a certain subject appears on the same page, the page number is listed only once.

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